

DOCUMENT RESUME

ED 255 352

RC 015 242

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TITLE Colorado Migrant Education Program. 1981-82
Evaluation Report.
INSTITUTION Colorado Migrant Education Resource Center (CoMerc),
Longmont.
SPONS AGENCY Colorado State Dept. of Education, Denver.
PUB DATE Feb 83
NOTE 175p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Academic Achievement; *Ancillary School Services;
Community Involvement; Educational Cooperation;
Education Service Centers; Elementary Secondary
Education; Enrollment; *Migrant Education; Migrant
Health Services; Migrant Programs; Parent
Participation; *Program Administration; Program
Evaluation; *State Programs; *Summer Programs;
Supplementary Education
IDENTIFIERS *Colorado

ABSTRACT

The evaluation report describes the state program activities, the 16 regular year and 14 summer programs, and the 3 support services provided for migrant children throughout the state in 1981-82. An introduction presents a brief program description, the report's purpose and format, the approach to evaluation in 1981-1982, the national goals for migrant education, and the 1981-1982 state objectives. Next, the state-level activities and accomplishments and ratings of the contracted support service agencies are documented. Following a general description of the local programs is information on the volunteer involvement, staff development, and parental involvement activities; coordination and dissemination efforts; student test outcomes in reading and math; and exceptional approaches, techniques, and practices employed by local education agencies (LEA's). An analysis of the special effort toward professional development conducted during the regular year is included. The efforts made in the area of secondary education and credit exchange during summer 1982 are reviewed. The next section outlines the conclusions and recommendations drawn from resource center staff, state migrant unit staff, project directors, and LEA cadre for professional development members. Appendices include the excerpted evaluation reports of the resource center, the Colorado Migrant Health Program, and the Migrant Student Transfer System. (NQA)

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COLORADO MIGRANT EDUCATION

Summary and
Evaluation Report
1981-1982

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COLORADO DEPARTMENT OF EDUCATION, CALVIN M. FRAZIER, COMMISSIONER

COLORADO MIGRANT EDUCATION PROGRAM

1981-82 Evaluation Report

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P R E F A C E

This report is a summary of the evaluation information submitted by the Colorado Department of Education's Migrant Education staff and Colorado's sixteen regular year programs and fourteen summer programs administered during 1981-1982.

The report was prepared for the Special Projects Unit of the Colorado Department of Education by the Evaluation Consultant of the Colorado Migrant Education Resource Center (CoMERC) under contract by the CDE. Local project directors and their staffs were extremely helpful in providing detailed information to assist in the preparation of this report and their extensive time commitment is appreciated.

In addition, Ernest Maestas, Supervisor, Peggy Leshner and Richard Rangel, Consultants at CDE, are to be commended for their cooperation and assistance in providing access to information in this report, as well as providing interpretation and support.

Extensive assistance in the summarization, interpretation and formatting were provided by CoMERC staff members. The section on professional growth was contributed by Robert L. Mata, Staff Development Consultant at CoMERC. The typing and complicated table development were provided by Lois Newberry and Vel Massé, CoMERC Secretarial staff.

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EXECUTIVE SUMMARY

What was evaluated?

- the 1981-1982 Colorado Migrant Education Program, consisting of the state-level unit, sixteen local regular-year programs, fourteen local summer programs, and three contract support services (MSRTS, resource center, and health).

Why was the evaluation conducted?

- to document performance, to provide information to assess effectiveness, and to present information useful to program decision-making.

To what audiences is the evaluation addressed?

- local migrant program staff and parents, state migrant program staff, other state education agency personnel, directors of other state migrant education programs, and federal migrant education staff.

What were the major findings and recommendations?

- that major gains occurred in reading and math for migrant children who received migrant program instruction;
- that use and documentation of other forms of assessment (such as criterion-referenced tests) increased;
- that secondary program efforts (particularly in credit exchange) were varied and better-documented than past efforts;
- that substantial coordination with other support and educational programs occurred;
- that the increased emphasis on professional growth resulted in substantial analysis of existing practices;
- that the CDE 120 form needed revision in order to reduce duplication, increase accuracy, and facilitate evaluation by objectives; and
- that more self-analysis by local programs occurred than had before, and even more is needed to adequately describe the statewide program.

INTRODUCTION

Program Description

The 1981-82 Colorado Migrant Education Program was federally funded through Chapter 1 - Migrant funds allocated through the Education Consolidation and Improvement Act of 1981. The Colorado program was funded at a level of \$2,999,908.00 of which 5% was allocated for administration by the Colorado Department of Education (CDE), 14% was allocated for contracted support services, and 81% was allocated for local program operation.

Chapter 1 Migrant funds are allocated to the state based on the number of migrant children (on a full-time equivalent basis) enrolled from Colorado on the Migrant Student Record Transfer System (MSRTS), a national computerized system of records maintenance for migrant children. Local migrant programs were funded to identify and enroll eligible migrant children onto MSRTS, to assist the school district in recruiting the child to attend school, to solicit referrals on eligible children for instructional services to supplement that received in the regular classroom, and to provide support services as needed by the children that could not be provided through the district. In the summer, a full range of instructional and support services are provided which address the particular needs of migrant students who require supplementary assistance beyond the regular year program.

Purpose of Evaluation/Report Format

The Colorado Migrant Education Resource Center (CoMERC) was contracted to compile an evaluation of the 1981-82 Migrant Education Program in Colorado, including data from CDE-Migrant Unit, regular year and summer local projects, and contracted support services. The purpose of this evaluation is three fold:

- 1) To document the performance of the SEA, LEA and contracted support service components of the Colorado Migrant Education Program, for LEA, SEA and federal use.
- 2) To provide information which may assist in determining the effectiveness of the statewide program* in achieving the principal objectives of the 1981-82 state plan.
- 3) To provide information about the statewide program in a manner which will facilitate accurate interpretation of the data and use of the results in decision-making at the SEA and LEA levels.

*It should be noted at this point that educational progress made by migrant students cannot be solely attributed to Chapter 1 migrant efforts, since this program is supplementary and closely meshed with the local district and other federal programs. Thus, clear cause and effect relationships cannot be established, but migrant education efforts can be specified and progress made by students indicated.

In order to achieve the purposes indicated the report will be presented in five major sections:

The first section is the introduction which presents the program description, purpose and format for the evaluation report, the approach to evaluation in 1981-82, the national goals for migrant education, and the state objectives for 1981-82. In order to facilitate using the report to assess the objectives, an index will be provided indicating the pages on which information addressing each objective is contained.

The second section contains the documentation of CDE Migrant Unit activities and accomplishments and presents ratings of the contracted support service agencies (done by the LEA's).

The third section documents the program descriptions, outcomes, and self-analyses of the local programs (separated by regular year and summer). In order to highlight other activities which are occurring in Colorado, some of the exceptional approaches, techniques, and practices which have appeared in the LEA evaluation reports are presented for both regular year and summer. An analysis of the special effort toward professional development (entitled Project 2210) is included in the Regular Year subsection. In addition, a separate portion of the summer report is designated to present the efforts made in the area of secondary education and credit exchange during summer 1982.

The fourth section is comprised of conclusions and recommendations which were drawn from the CoMERC staff, CDE Migrant Unit staff, LEA project directors, and LEA Cadre for professional development members.

The report concludes with an Appendix which contains the excerpted final evaluation reports of two of the contracted support services: CoMERC (the statewide resource center) and the Colorado Migrant Health Program; and evaluative reports on MSRTS and professional growth.

Approach to Evaluation in FY '82

This statewide annual evaluation report is only one facet of the program evaluation that took place during FY '82. The SEA conducted additional formative evaluation through quarterly meetings of project directors and through monitoring visits to each regular year and each summer program. LEA personnel were involved in self-analysis both at the time of monitoring by CDE and on an on-going basis to meet local needs. A survey of project directors completed recently indicates that during the regular year program twelve of the sixteen project directors solicited evaluation information from staff (both individually and at group meetings), and seven of the sixteen programs indicated very specific plans for use of the information in both on-going decision-making and program planning for the subsequent year, while four other projects indicated general use of the information. During the summer, eleven of the fourteen directors reported receiving evaluative information from staff (both individually and in groups), and nine of the project directors indicated specific plans to use the information in organizing their 1983 summer program, while two reported general use of the information.

This report represents two types of data: Information on the CDE activities was provided by CDE Migrant Unit personnel and LEA information was obtained from the CDE 120 evaluation report forms (regular year and summer) completed by project directors and, in some cases, their staff and was supplemented through telephone interview by the preparer of the report.

National Goals

In planning the Colorado Migrant Education program for FY '82, the national goals for migrant education adopted in May of 1979 were taken into consideration. The national goals address specific regulation requirements and are outlined below:

1. Specifically-designed curricular programs in academic disciplines based upon migrant children's assessed needs.
2. Success-oriented academic programs, career options and counseling activities and vocational skill training that encourage migrant children's retention in school and contribute to success in later life.
3. Communication skills programs which reflect migrant children's linguistic and cultural backgrounds.
4. Supportive services that foster physical and mental well-being, when necessary, for migrant children's successful participation in the basic instructional programs, including dental, medical, nutritional, and psychological services.
5. Programs developed through interagency coordination at the federal, state, and local levels.
6. A component for meaningful migrant parent involvement in the education of their children and in which the cooperative efforts of parents and educators will be directed toward the improvement of the migrant children's academic and social skills.
7. Staff development opportunities that increase staff competencies in the cognitive, psychomotor, and affective domains.
8. A component to properly identify and enroll all eligible migrant children.
9. Preschool and kindergarten programs designed to meet migrant children's developmental needs and prepare the children for future success.
10. Development, evaluation and dissemination of information designed to increase knowledge of:
 - a. program intent;
 - b. intra- and interstate program development;
 - c. contribution of migrants to the community; and
 - d. total effect of the program.
11. The assurance that sequence and continuity will be an inherent part of the migrant child's total education program through:
 - a. the development of a system which should facilitate the exchange of methods, concepts, and materials; and
 - b. the effective use of the MSRTS component for inter- and intra-state communication in the exchange of student records.

Colorado FY '82 Objectives

The development of the 1981-82 State Plan included an assessment of the needs of the migrant children in Colorado, and resulted in the following objectives being formulated. The objectives listed as "principal objectives" were to be accomplished by the local programs, with technical assistance from CDE and the other contracted support service agencies. Those listed as "subordinate objectives" were the administrative objectives of the CDE migrant unit. In order that the reader may associate portions of the report with the objectives stated, the page numbers that relate are indicated after each objective.

Principal Objectives

1. Develop and improve the migrant child's communication and reading skills by providing a language arts program stressing listening, speaking, reading, spelling, and writing, using the child's dominant language as appropriate to the child's needs, but stressing the need to master English. (Regular:pp. 26-30, 32-34, 36-42; Summer:pp. 57-58, 60-62, 65-74)
2. To develop and improve the migrant child's mathematical skills by providing a math program based on individual needs and the opportunity to obtain functional math skills, basic computational skills and mathematical concepts. (Regular:pp. 26-29, 31-33, 35-42; Summer:pp. 57, 59-62, 65-74)
- *3. To develop the migrant child's skills in vocational areas. Understanding and awareness of careers by providing him with opportunities to identify aptitudes, explore interests, explore career options, acquire skills in career clusters of his choice, and on-the-job work experience. (See pp. 60-64)
4. To advance the educational development of non-English speaking and limited English speaking migrant children by instructing them in their dominant language and providing English language instruction. (Regular:pp. 19-20, 27-28, 39; Summer:pp. 49-50, 62, 65-69)
5. To enrich the migrant student's understanding and knowledge of cultural differences and his ethnic culture by providing activities that include his history and culture in learning activities. (Regular:p. 39; Summer: p. 69)
- *6. To enrich the migrant child's personal growth by providing opportunities for creative expression through music, art and crafts. (See p. 69)
7. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills. (Regular: p. 39; Summer: pp 65-69)
- *8. To provide the migrant child with the opportunity to develop and improve muscular coordination and healthy bodies through activities in physical education. (See p. 69)

(*indicates objectives for summer program only)

- *9. To develop and improve the migrant child's capabilities in other academic areas such as natural science and social studies. (See pp. 60-63, 69)
- 10. To identify and enroll all migrant children who are eligible for inclusion in the Migrant Education Program. (Regular:pp. 14, 16-21, 25, 39, 42; Summer:pp. 45, 47-51, 55, 68-74)
- 11. To provide nutritional, dental and medical services to migrant children to enhance their well-being and to assure treatment of any health problems before they become threatening or detrimental to a productive life. (Regular:pp. 24, 36-39; Summer: pp. 54, 65-74, Appendix C)
- 12. To provide other support services such as clothing, psychological services and speech therapy to migrant children who demonstrate a need for these services. (Regular:pp. 25, 36-39; Summer:pp. 55, 65-74)
- 13. To obtain parent input in planning, implementation, and evaluation, plus encouraging parent participation in educational activities. (Regular:pp. 22-23, 36-39, 41-42; Summer:pp. 52-53, 65-69, 73)

Subordinate Objectives

- 1. To direct the Migrant Education Program of Colorado.
- 2. To plan, develop and implement regular term and summer migrant projects.
- 3. To monitor each of the LEA regular term and summer migrant projects at least once during FY '82.
- 4. To provide inservice training through the Colorado Migrant Education Resource Center, consultants, and State Migrant consultants to LEA administrators, teachers, teacher aides, and other Migrant Program staff.
- 5. To disseminate booklets and brochures statewide and nationwide on current educational activities in Migrant Education in Colorado during FY '82.
- 6. To develop and compile an evaluation which will include 100% of all projects for FY '82.
- 7. To plan, develop, and implement a State Plan for FY '82 as required by federal guidelines.
- 8. To develop and implement a program of communication and coordination with other agencies to avoid duplication of services and assure comprehensive services to migrant children.
- 9. To provide for program continuity through interstate cooperation in Migrant Student Record Transfer System and Western State Coordinating Council for Migrant Education, and cooperative funding of interstate projects.

STATE PROGRAM ACTIVITIES AND ACCOMPLISHMENTS

A. State-level Administration

The Colorado Migrant Education Program was operated from the Special Projects Unit of the Office of Program Development of the Colorado Department of Education (CDE). The professional staff for the 1981-82 program consisted of one program supervisor and two consultants. The staff was responsible for administering migrant funds to assure that all eligible migrant students were served. These responsibilities included development of the State Plan, approval of local program funding, monitoring of local programs, and provision of technical assistance and coordination of support services to local programs.

The State Plan of operational objectives was developed by the State staff through input obtained from local program directors, migrant teaching staff, State Migrant Parent Advisory Council, and migrant parents, regarding program directions and priorities in relation to national program goals and objectives. (The State Plan objectives were listed earlier in the introduction.)

B. State Plan Objectives Relevant to the State Department of Education Migrant Office

The subordinate objectives of the State Plan outline the basic functions of the Colorado Department of Education Migrant Education Program. In order to more fully understand how these objectives were met, each one is addressed:

Subordinate Objective 1. To direct the Migrant Education Program of Colorado.

This objective's achievement included accomplishment of all phases of state level administration: development of the State Plan, identification and recruitment, review and approval of local applications, monitoring and technical assistance for local programs, coordination of support services, coordination of evaluation, and coordination with the national office and other states.

Subordinate Objective 2. To plan, develop and implement regular year and summer migrant projects.

The State migrant staff reviewed and approved sixteen regular year and fourteen summer migrant projects. The state migrant staff worked closely with local districts and BOCES in the development of local projects and provided technical assistance. The CDE Migrant Program convened quarterly meetings with local program directors to provide program information, information on rules and regulations, to establish program priorities, to coordinate evaluation efforts, and to discuss program issues.

The State Parent Advisory Council (PAC) reviewed previous year's applications, evaluations, needs assessment data, and had input into the State Plan development. The PAC had four meetings which were held

September, December 1981, and February, May, 1982. State PAC members were encouraged to visit local projects. (The PAC was provided with evaluation inservice training and other types of inservice training).

Subordinate Objective 3. To monitor each of the LEA regular year and summer migrant projects at least once during FY 1982.

The State Migrant staff monitored sixteen regular year and fourteen summer migrant projects. The purposes of onsite monitoring were:

- to determine compliance with legal requirements
- to determine fidelity of program operation to program application
- to provide technical assistance

The CDE staff issued 25 corrective action directives and made 74 recommendations for regular year. Documentation indicated that the corrective actions were addressed immediately, and recommendations were either in place or in the process of being addressed by local projects.

The corrective action directives primarily cited programs for supplanting other local or state effort/funds. These actions included serving non-migrant students, tutoring children more than 25% of their school day or providing full funding for staff positions where functions were performed for other programs in the district. Corrective action was immediate.

Monitoring recommendations for program improvements included the following areas: administration of the program, instructional procedures, recordkeeping, utilization of the MSRTS, staff inservice, and parental involvement.

Review of the summer program monitoring reports revealed that 17 corrective actions were issued by the CDE staff and 58 recommendations were made. The corrective actions were addressed immediately. Recommendations that could be addressed immediately in the short time span of the summer program were accomplished at the local level during the summer, and more long-range recommendations will be used in the planning of the 1983 summer programs.

Corrective action directives issued to summer programs mainly involved the area of program fidelity. Changes by local projects from the CDE, Migrant Office approved applications including variations in program design or staffing; lack of student assessments to document academic needs; no secondary student program; and not fully utilizing the MSRTS and SIS Systems. The corrective actions had to be addressed immediately by the cited projects.

Recommendations to summer programs by the State monitoring team centered on programs obtaining referrals on all status three (3) students functioning below grade level, establishing individual student educational folders, implementing a basic skills curriculum that integrates career education, health and nutrition education; and updating enrollments, educational and health records, on a timely basis.

Subordinate Objective 4. To provide inservice training through the Colorado Migrant Education Resource Center, consultants, and State Migrant consultants to LEA administrators, teachers, teacher aides, and other migrant program staff.

The State Migrant staff held four workshops for directors, three workshops for recruiters and record clerks, twelve MSRTS inservice sessions for local program staff, three statewide MSRTS sessions at the Summer Institute (Dillon), two training sessions for summer migrant school nurses on the MSRTS Health Records, and two workshops at the National Migrant Education Conference, Puerto Rico, on the subject of training recruiters. The Colorado Migrant Education Resource Center (CoMERC) workshops and inservice activities (see Appendix B) were supervised by the CDE staff.

The LEAs, with the direction, guidance and training of CoMERC developed an improvement of instructional services project (Project 2210) which contained an inservice needs assessment, a district-wide committee, inservice goals/objectives with an activities calendar for the regular and summer terms. See Appendix D for further description. A cadre of designated members from each local program met four times during the year to develop skills for providing inservice to their local migrant and district staffs. The Migrant Education Program staff communicated with local programs concerning staff development through office visits, telephone calls and program monitoring.

Subordinate Objective 5. To disseminate booklets and brochures statewide and nationwide on current educational activities in Migrant Education in Colorado during FY 1982.

A 1982 revision of the Migrant Education Recruiters' and Record Clerks' Handbook was disseminated to local school districts. The FY 1980-81 Migrant Education Evaluation Report, and the FY 1981-82 Migrant Education State Plan were disseminated statewide. The Migrant Program Rules and Regulations and other program information were disseminated to local school districts.

Subordinate Objective 6. To develop and compile an evaluation which will include 100% of all projects for FY 1982.

The current evaluation report of the FY '82 regular year and summer programs is evidence of evaluation compliance. It represents the most complete and comprehensive set of program operation information and student achievement data ever compiled by the Colorado Migrant Education local projects.

The same evaluation format, as FY 1981, was utilized for FY 1982 since the continuity of design should enhance the probability of receiving more complete student achievement data and serve to stabilize the information asked of local project directors.

Subordinate Objective 7. To plan, develop and implement a State Plan for FY 1982 as required by Federal Guidelines.

The FY 1982 State Plan was developed, as reflected in the objectives found in the introduction. The FY 1983 State Plan was developed with input from State Migrant Advisory Council representatives, migrant parents, local migrant program directors and staff, and other agency personnel. The State Plan was submitted to the U.S. Department of Education Office of Migrant Programs and received approval. The FY 1983 State Plan is in the implementation process.

Subordinate Objective 8. To develop and implement a program of communication and coordination with other agencies to avoid duplication of services and to assure comprehensive services to migrant children.

Inter-agency and intra-agency coordination at the state level was a year-round, ongoing, integral component of the Migrant Education Program conducted by the Colorado Migrant state staff. Intra-agency coordination took place with the following educational programs within the Colorado Department of Education: Title I, English Language Proficiency Act (ELPA), Child Nutrition, School Finance and Data Services, Special Education, Career Education, Transportation, Adult Education, Planning and Evaluation and Conservation Education.

The CDE Migrant Education staff also coordinated with the High School Equivalency Program (HEP) at the University of Southern Colorado and University of Colorado.

The Colorado Migrant and Rural coalition convened monthly in Denver with agencies serving migrant families; these meetings took place on a volunteer basis to share current agency activities. The CDE Migrant Education Program is a charter member and current participant in the Coalition.

Program planning occurred throughout the year for the special summer services to be provided at migrant summer schools, Day Care Centers, and Migrant Clinics; program guidelines were disseminated to the local agencies. In addition to the summer health services, the community services were tapped by the program directors and recruiters all year. Later in this report, there is an account of the number and kind of services and agencies utilized by local migrant staff for assistance to migrant families.

Subordinate Objective 9. To provide for program continuity through interstate cooperation, participation in Migrant Student Record Transfer System and Western States Coordinating Council for Migrant Education, and cooperative funding of interstate projects.

The Colorado Migrant Program has been cooperating with Texas in their Migrant Teacher Exchange Project. Three counselors spent the summer of 1982 in Colorado visiting and providing inservice training, and exchanging information with local migrant project staff, specifically related to the Secondary Credit Exchange Program.

All of Colorado's local projects participated in the Migrant Student Record Transfer System (MSRTS). This system is designed to provide academic and health information on all migrant children who are enrolled in school in the United States and Trust Territories. The system provides an educational and medical record; it also contains the Skills Information System which includes reading, math, oral language, and early childhood skills. For an evaluation summary, see Appendix A.

Colorado Migrant staff coordinated with Texas in their Secondary Credit Exchange Program to obtain information of high school policies and graduation requirements. The Migrant Program Director visited schools in Texas - with superintendents, school board members and counselors.

Colorado has coordinated with other states by providing information about the Colorado Recruitment Project, Health Program, and Skills Information System and other program information.

Colorado is a participating state in the following Section 143 Projects:

- New York "CHOICE" Project (Challenging Options in Career Education)
- Indiana "MERIT" Project (Migrant Education Recruitment/Identification Task Force)
- Pennsylvania "MERLIN" Project (Migrant Education Resource List and Information Network)

C. Relationship of the Colorado Migrant Education Program to Other Support Services and Ratings of Their Availability/Usefulness

Other assistance was provided to the State Program Office and local programs through support services contracted with other agencies and organizations:

- 1) Health Program The Colorado Department of Health was contracted to provide comprehensive medical and dental health services to migrant children. The Colorado Department of Health has been providing these services since 1972. A summary of their evaluation report is provided in Appendix C.
- 2) Migrant Student Record Transfer System (MSRTS) The MSRTS is a national computerized network headquartered in Little Rock, Arkansas. Academic and health records are maintained for individual migrant students and are provided to schools when migrant students register. This system has been operating since 1970. See Appendix A.
- 3) Colorado Migrant Education Resource Center (CoMERC) This Center, which operated out of the Northern Colorado BOCES in Longmont, Colorado, has offered a variety of services to local migrant programs including: inservices, technical assistance, on-site visits, development of conferences and task forces, educational materials, a consultant bank, assistance with local program evaluation issues, and other activities. Appendix B contains excerpts of their evaluation report.

Evaluations of the support services took two forms--self-analyses and ratings by project personnel. Appendices B and C contain excerpts from the Evaluation Reports for CoMERC and the Migrant Health Program, while Appendix A contains an evaluative summary of MSRTS functioning.

Table 1 contains the project ratings of availability and usefulness of services provided by CDE Migrant Unit staff and the staffs of CoMERC, Data Bank (MSRTS), and Migrant Health Program. Interviews with project directors indicated that these ratings reflected total staff input in about half of the cases and primarily administrative staff input in about half. Note that both regular year and summer ratings are included in this table.

Compared to the FY '81 ratings, all are within one-tenth, except three. CoMERC's Summer usefulness was rated lower in FY '82 (as a result of lower ratings in three project areas not visited); CDE's Regular Year usefulness increased; and the Summer Migrant Health usefulness decreased (resulting from some projects who were dissatisfied with health team members).

TABLE 1

Ratings of Availability and Usefulness of Program Support Services by Project Directors

	MSRTS				CoMERC (Resource Center)				CDE				Summer Migrant Health Program	
	Reg. Year		Summer		Reg. Year		Summer		Reg. Year		Summer		Summer	
	<u>Avg.</u>	<u>N</u>	<u>Avg.</u>	<u>N</u>	<u>Avg.</u>	<u>N</u>	<u>Avg.</u>	<u>N</u>	<u>Avg.</u>	<u>N</u>	<u>Avg.</u>	<u>N</u>	<u>Avg.</u>	<u>N</u>
Avail- ability	4.4	(16)	4.5	(13)	4.2	(16)	4.5	(13)	4.5	(16)	4.4	(12)	4.6	(13)
Useful- ness	3.9	(15)	4.0	(13)	4.2	(16)	3.8	(13)	4.3	(15)	4.1	(13)	4.4	(13)
Rating Scale: 5 = excellent, 4 = more than adequate, 3 = adequate, 2 = less than adequate, 1 = poor														
* The NCEBOCS Summer Program is not included.														

LOCATION AND RELATIVE SIZE OF COLORADO MIGRANT EDUCATION PROJECTS, 1981-82

Regular Year

The areas of the circles are approximately proportional to the total enrollment onto MSRTS (including those not tutored).

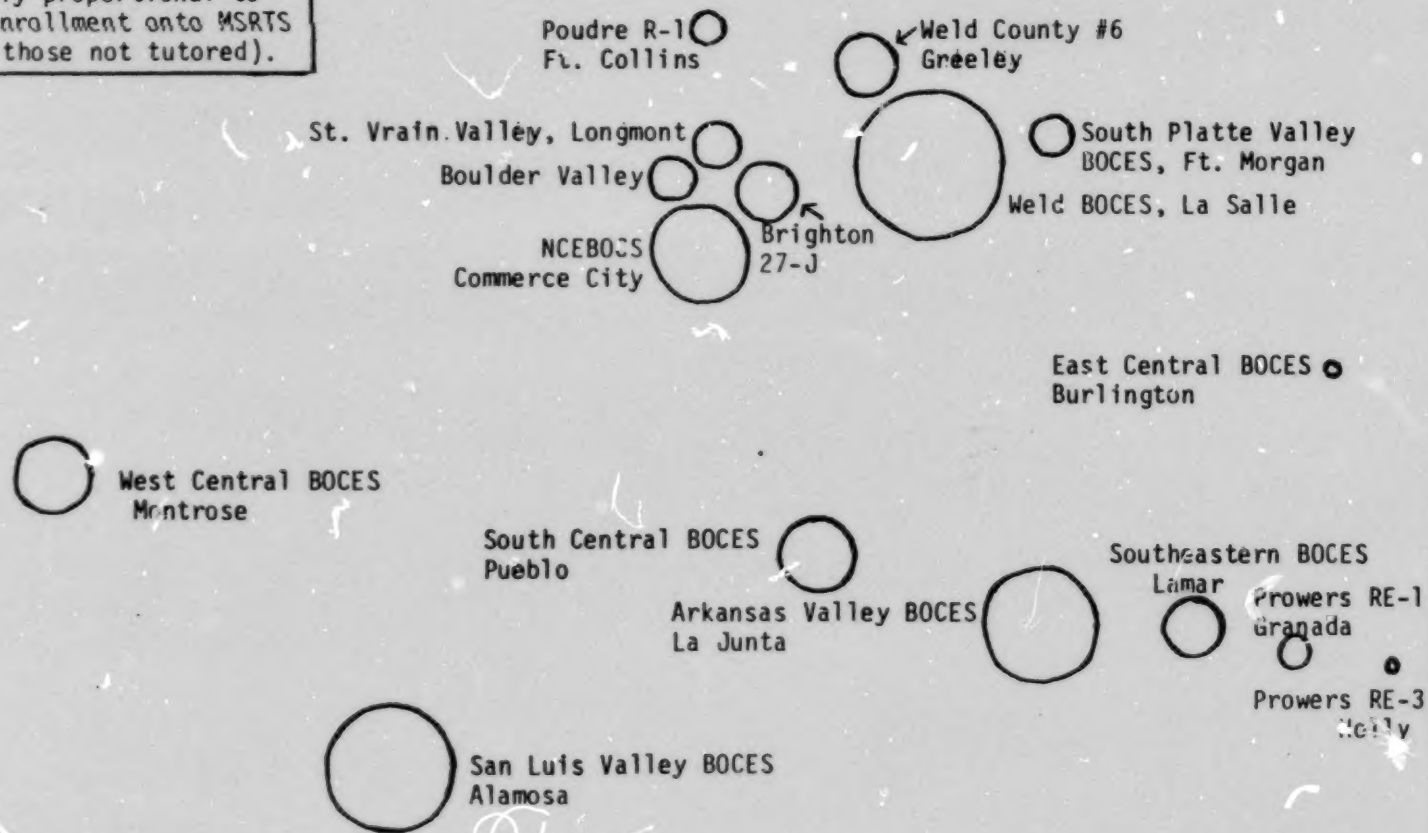


FIGURE 1

LOCAL PROGRAM DESCRIPTION/OUTCOMES/SELF-ANALYSES:
REGULAR YEAR PROGRAMS, 1981-82

A. General Description of Programs

Sixteen local programs were conducted during the 1981-82 regular school year. (See Figure 1 for locations and relative sizes). Some were administered by individual school districts and some by BOCES (Boards of Cooperative Educational Services, which are regional centers supported by and serving a group of school districts). Table 2 presents a key to the agencies administering programs, their location, and the designation to be used in this section for that agency.

TABLE 2
1981-82 Regular Year Migrant Programs

<u>Project Abbreviations</u>	<u>Agency</u>	<u>Primary Location</u>
AVBOCES*	Arkansas Valley BOCES	La Junta
Boulder	Boulder Valley School District Re2	Boulder
Brighton	Brighton School District 27J	Brighton
ECBOCES*	East Central BOCES	Burlington
Granada	Prowers County RE-1	Granada
Holly	Prowers County RE-3	Holly
NCEBOCS*	Northern Colorado BOCES	Commerce City
Poudre	Poudre School District R-1	Ft. Collins
St. Vrain	St. Vrain Valley School District RE1J	Longmont
SLVBOCES*	San Luis Valley BOCES	Alamosa
SCBOCES*	South Central BOCES	Pueblo
SEBOCES*	Southeastern BOCES	Lamar
SPVBOCES*	South Platte Valley BOCES	Ft. Morgan
Weld 6	Weld County School District #6	Greeley
Weld BOCES*	Weld BOCES	La Salle
WCBOCES*	West Central BOCES	Montrose

*Board of Cooperative Educational Services

Table 3 presents general information describing the nature of each local program. The Table is included first in its entirety and then sections are presented along with clarification and interpretation by section.

The information in Table 3 may be used in at least three ways: to obtain a view of the diversity of programs around the state; to do comparisons among projects; or to develop a profile within a project. All three uses are valuable to making decisions about program improvement and planning. For this report, only a few of the major aspects of the data and selected interpretations will be made.

TABLE 3

GENERAL DESCRIPTION OF PROGRAMS/CHILDREN SERVED REGULAR YEAR, 1981-82
(see pp. 13-21) for Description/Interpretation)

	ATWICKS	Doyle	Brighton	SCENES	Granada	Willis	SCENES	Poudre	St. Vrain	ATWICKS	SCENES	SCENES	SCENES	SPYROCKS	Weld	Weld	Weld	State Total	State X	State Average
1. No. Participating School Districts, in Area	7	1	1	1	1	1	4	3	1	7	6	3	19	1	7	8		68		
a) No. Elementary Schools	13	6	5	1	1	1	35	14	4	8	17	6	24	6	14	28		188	595	
b) No. Jr. High/Middle Schools	7	3	2	1	0	0	14	5	2	7	4	2	4	5	4	9		73	225	
c) No. High Schools/HS-EM	7	3	1	1	0	1	7	4	4	7	4	1	21	1	7	5		74	225	
Total No. Schools	27	16	8	2	1	2	56	23	12	22	25	9	49	12	27	42		333	1005	
2. Estimate of Ave. Days Attend./Student ¹	182	165	172	181	189	194	174	145	97	180	194	117	127	133	133	153				130.9
3. Total Identified Migrant Children	436	213	237	68	143	62	314	124	222	824	301	211	164	248	625	308		4174		
Percent of State	100	50	60	16	38	15	80	30	50	198	75	50	40	60	155	75				
a) No. Children Enrolled on MIFTS but not Registered in School	138	58	81	0	13	6	72	43	41	125	75	58	65	70	158	91		1102	(26% of All Identified Children)	
(1) 0-4 years old ²	145	845	996	0	00	000	745	935	365	805	755	705	715	945	645	975		798	725	
(2) 5-12 years old	191	00	210	0	00	00	190	70	295	18	55	115	185	00	155	15		124	110	
(3) 13-15 years old	145	00	75	0	00	00	15	00	05	55	45	115	75	00	45	35		63	65	
(4) 16-20 years old	98	145	125	0	005	00	45	00	285	65	145	95	45	45	135	25		117	115	
b) No. Children Registered but NOT Receiving Migrant Educational Services	90	30	78	34	20	7	218	49	55	14	104	59	45	74	204	100		1465	(35% of All Identified Children)	
(1) 5-12 years old (Elementary)	255	115	185	315	155	145	175	355	275	65	295	275	205	125	465	275		412	285	
(a) Active (Inter. & Intra.)	425	825	635	255	205	435	395	435	255	00	325	415	575	555	255	625		579	405	
(b) Settled-Out (5-year)																				
(2) 13-15 years old (Junior High)	55	00	45	135	105	00	55	85	115	385	75	105	65	45	105	45		105	75	
(a) Active (Inter. & Intra.)	155	85	135	315	205	145	275	185	155	00	185	145	95	245	95	105		202	145	
(b) Settled-Out (5-year)																				
(3) 16-20 years old (Senior High)	35	00	15	00	205	00	75	00	45	845	55	75	25	45	35	25		53	45	
(a) Active (Inter. & Intra.)	95	00	15	00	155	205	185	45	155	00	105	75	65	00	75	55		115	85	
(b) Settled-Out (5-year)																				
c) No. Children Receiving Migrant Education Services	187	317	78	47	110	47	24	32	106	383	122	90	44	194	81	79		1407	(39% of All Identified Children)	
(1) 5-12 years old (Elementary)	545	815	485	335	535	125	175	315	545	495	495	235	235	445	285	345		679	425	
(a) Active (Inter. & Intra.)	305	545	195	455	145	745	715	475	305	305	315	505	505	415	475	385		586	365	
(b) Settled-Out (5-year)																				
(2) 13-15 years old (Junior High)	45	65	135	55	185	00	45	35	55	95	65	25	75	65	95	00		114	75	
(a) Active (Inter. & Intra.)	45	155	85	145	65	145	45	135	85	75	85	135	185	95	115	175		147	95	
(b) Settled-Out (5-year)																				
(3) 16-20 years old (Senior High)	35	0	35	00	45	00	00	00	15	25	00	45	00	00	45	00		28	25	
(a) Active (Inter. & Intra.)	35	25	125	25	35	00	45	65	00	25	65	85	25	00	15	105		53	105	
(b) Settled-Out (5-year)																				

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Methods used to assess Language Proficiency: (Note: Most projects did not formally assess "other language proficiency"--it was derived from tutor/teacher observation.) Bilingual Syntax Measure, James Dominance, Teacher Observation/Checklist, Parent questionnaire/

Breakdown of F.T.E. by position and Selected Ratios

- A - School is Kindergarten through 12th.
- B - Those over 18 are not enrolled on MSATS unless attending school.
- C - Represents only children tutored.
- D - Represents only migrant children served in ELPA.
- E - Includes primarily children in the area in June, 1982.
- F - This job description existed in one project.
- G - Includes .50 parent coordinator.

- 1 - This figure represents days attended in school--not in migrant tutoring (that data will be gathered in FY '83).
- 2 - Some projects did not report all preschoolers who were enrolled onto MSRTS.

	AYROCK	Boulder	Brighton	ECROCK	Granada	Holly	NEUROCK	Poudre	St. Vrain	SLAVOCK	SENOCK	SENOCK	SPYROCK	Wild	Wild	Wild	State Total	State	State
1. No. Participating School Dist. in Area	7	1	1	1	1	1	4	3	1	7	6	3	10	1	7	6	68		
a) No. Elementary Schools	13	8	6	1	1A	1	25	14	6	8	17	5	24	6	14	28	186	54%	
b) No. Jr. High/Middle Schools	7	5	2	1	0	0	14	5	2	7	4	2	4	3	6	9	73	22%	
c) No. High Schools/JHS	7	3	1	1	0	1	7	4	4	7	4	1	21	1	7	6	74	22%	
Total No. Schools	27	16	8	3	1	2	54	23	12	22	25	8	49	12	27	42	333	100%	
2. Estimate of Ave. Days Attended/Student ¹	152	166	113	167	109	134	136	145	97	120	164	117	127	133	133	163			120.9

A - School is Kindergarten through 12th.

1 - This figure represents days attended in school—not in migrant tutoring (that data will be gathered in FY '83).

Explanation:

Based on discussions with project directors, the "Number of Participating School Districts and Schools" represents various interpretations of "participation": in some cases, the number of districts who signed off on the application; in other cases, only districts and schools which have migrant children receiving instructional services. Hence, there is some discrepancy which will be cleared up in next year's evaluation.

The "Estimated Average Number Days Attendance per Child" was derived primarily from tutor's attendance books and school rolls. It does not represent days instruction by Migrant Education staff (this will be gathered in FY '83).

Interpretation:

- a. The number of districts which participate in local programs varies from 1 to 19; and the total number of schools varies from 1 to 56.

	AYROCK	Boulder	Brighton	ECROCK	Granada	Holly	NEUROCK	Poudre	St. Vrain	SLAVOCK	SENOCK	SENOCK	SPYROCK	Wild	Wild	Wild	State Total	State	State
3. Total Identified Migrant Children	430	213	237	58	143	55	314	124	222	524	301	211	154	248	425	305	4174		
Percent of State	10%	5%	6%	1%	3%	1%	8%	3%	5%	13%	7%	5%	4%	6%	15%	7%			
a) No. Children Enrolled on MERTS but not Registered in School	138	58	81	0	13	6	72	43	61	125	75	56	66	70	168	91	1102 (26% of All Identified Children)		
(1) 0-4 years old ²	56%	64%	69%		0%	0%	74%	93%	36%	68%	78%	70%	71%	94%	68%	93%	798	72%	
(2) 5-12 years old	19%	0%	21%		0%	0%	19%	7%	28%	1%	6%	11%	18%	0%	15%	1%	124	11%	
(3) 13-15 years old	16%	0%	7%		0%	0%	1%	0%	8%	6%	4%	11%	7%	0%	4%	3%	63	6%	
(4) 16-20 years old	9%	16%	12%		92%	100%	6%	0%	26%	6%	16%	9%	4%	4%	13%	2%	117	11%	

	ALABAMA	ARKANSAS	BRITAIN	CONNECTICUT	GEORGIA	ILLINOIS	INDIANA	MISSISSIPPI	MISSOURI	NEBRASKA	NEW YORK	OHIO	PENNSYLVANIA	RHODE ISLAND	SOUTH CAROLINA	TENNESSEE	TEXAS	VIRGINIA	WISCONSIN	WYOMING	State Total	State I	State American
3. b) No. Children Registered but NOT Receiving Migrant Educational Services	96	38	78	16	29	7	210	49	95	16	104	69	85	74	206	195					1465 (39% of All Identified Children)		
(1) 5-12 years old (Elementary)	258	112	105	318	155	148	175	355	275	65	285	225	205	175	465	275					412	265	
(a) Active (Inter. + Intra.)	425	825	635	255	295	435	395	435	295	95	325	415	375	365	255	525					579	405	
(b) Settled-Out (5-year)																							
(2) 13-15 years old (Junior High)	55	95	45	135	105	95	55	95	115	385	75	105	65	45	105	45					105	75	
(a) Active (Inter. + Intra.)	155	85	135	315	205	145	225	105	155	95	195	145	95	245	85	105					202	145	
(b) Settled-Out (5-year)																							
(3) 16-20 years old (Senior High)	35	95	15	95	205	95	25	95	45	945	35	75	25	45	35	25					53	45	
(a) Active (Inter. + Intra.)	95	95	15	95	155	205	165	45	155	95	105	75	65	95	75	55					114	85	
(b) Settled-Out (5-year)																							
c) No. Children Receiving Migrant Education Services	197	117	79	42	110	42	24	32	106	363	122	96	44	104	81	29					1607 (39% of All Identified Children)		
(1) 5-12 years old (Elementary)	545	215	465	335	535	125	175	315	565	495	495	235	255	445	295	345					679	425	
(a) Active (Inter. + Intra.)	305	545	195	455	165	745	715	475	365	305	315	505	505	415	475	305					586	365	
(b) Settled-Out (5-year)																							
(2) 13-15 years old (Junior High)	45	95	135	55	105	95	45	35	55	95	65	25	75	65	95	95					114	75	
(a) Active (Inter. + Intra.)	65	155	85	145	65	145	45	135	85	75	85	135	165	95	115	175					147	95	
(b) Settled-Out (5-year)																							
(3) 16-20 years old (Senior High)	35	95	35	95	45	75	95	95	15	25	95	45	95	95	45	95					29	25	
(a) Active (Inter. + Intra.)	35	25	125	25	35	75	45	65	85	25	65	95	25	95	15	105					53	35	
(b) Settled-Out (5-year)																							

B - Those over 18 are not enrolled on MSRTS unless attending school.

E - Includes primarily children in the area in June, 1982.

2 - Some projects did not report all preschoolers who were enrolled onto MSRTS.

Explanation:

The first line represents "Total Children Identified" on the Migrant Student Record Transfer System for the project area, including those not in school, those in school and not receiving migrant education instructional services, and those receiving migrant education instructional services. The "Percent" represents the portion of the state's total identified children which that project reported. It should be noted that the form asked for a DUPLICATED count in this section (meaning that children are counted whenever they are re-enrolled onto MSRTS). However, indications from project directors are that very few of the numbers represent duplication, since very few families returned during the regular year after leaving the area in the fall.

3a. This section reports children who have been enrolled onto MSRTS, but for various reasons were not registered into school. Of course, the 0-4 year olds are not of school age and some of the 16-20 year old children have graduated. Line 3a is the total of children in this category while lines 3a1 to 3a4 are the percents in each category for that project.

(Continued on next page)

Explanation, continued:

- 3b. This section reflects migrant children who are registered in school but are not receiving migrant education instructional services, either because they did not need supplemental assistance or because they were receiving the needed services from other programs (see Table 9 for further data). Again, the first line indicates the total number of children in school but not receiving migrant education instructional services and lines 3b1 through 3b3 the percent of children at each age and migrant status category for that particular project.

For example, in the Arkansas Valley BOCES (AVBOCES) the data indicate that 25% of the 95 children registered in school but not receiving migrant education instructional services were ages 5-12 and of active status. In other words, 24 children were in that particular category.

Thus, for any project the number of children in a particular category can be obtained by multiplying the percent by the total number of children. The percents of children in each category for the whole state are indicated on the right hand side. This data indicate to some extent the varying makeup of children in different programs, or the varying emphasis placed on different categories of children by programs.

- 3c. The final section of children are those who are receiving migrant education instructional services, again by total and then percents by category for that project. Statewide total and percents by category are indicated on the right.

Interpretation:

- a. The numbers of total identified migrant children as compared to FY '81:

-increased dramatically in three projects:

WCBoces - 305 in FY '82/148 in FY '81

SLVBOCES - 524 in FY '82/359 in FY '81

Brighton - 237 in FY '82/159 in FY '81

-decreased dramatically in three projects:

NCEBOCES - 314 in FY '82/491 in FY '81

AVBOCES - 430 in FY '82/643 in FY '81

ECBOCES - 58 in FY '82/ 82 in FY '81

-did not change by more than 20% in the remaining 10 projects

-decreased by only 2% statewide (4,174 in FY '82 and 4,246 in FY '81).

- b. The number of migrant children identified and enrolled onto MSRTS, but not registered in school increased by 11% (1,102 in FY '82 and 991 in FY '81).

- c. The number of migrant children registered in school but not receiving migrant educational services decreased by 24% (1,465 in FY '82 and 1,920 in FY '81).
- d. The number of children who were receiving migrant education instructional services increased by 20% (1,607 in FY '82 and 1,335 in FY '81).
- e. Among the children who were registered in school but not receiving migrant education instructional services (across age levels), 39% or 570 children were of active status (interstate or intrastate), while 61% were settled out. This compares to 42.5% active and 57.5% settled out in FY '81.
- f. Among the children who were receiving migrant education instructional services, the percentages of active (51%) versus settled out (48%) were nearly identical to FY '81. In addition, the percents of children at each age level were similar to FY '81.

	ATROCIS	Boulder	Brighton	ECROCES	Grenada	Holly	NEACOS	Poudre	St. Vrain	SILVOCES	SCHOCES	SEACOS	SPYOCES	Wild	Wild	WECOCES	State	State	State
	C			C		D	C				C						Total	%	Average
Language Proficiency--Percent of all Migrant Children Registered in School (See below for methods)																			
a) Limited or No English Proficiency	26%	23%	19%	12%	13%	21%	64%	35%	48%	32%	30%	19%	16%	19%	18%	44%		26%	
b) Equal Proficiency in English and Other Language	70%	61%	39%	81%	72%	43%	33%	54%	42%	68%	61%	81%	29%	34%	65%	29%		67%	
c) More Proficiency in English	4%	16%	42%	7%	15%	36%	13%	7%	9%	0%	9%	0%	54%	47%	17%	27%		77%	
Methods used to assess Language Proficiency: (Note: Most projects did not formally assess "other language proficiency"--it was derived from tutor/teacher observation.)										Bilingual Syntax Measure, James Boninence, Teacher Observation/Checklist, Parent questionnaire/									
Language Assessment Scales (I & II), IDEA Proficiency Test, ZIP Oral Language Test, checklist, MSRTS records, and Boehm Test of Basic Concepts.																			

C - Represents only children tutored.

D - Represents only migrant children served in ELPA.

Explanation:

As indicated by the note beneath section 4, most projects obtained some measure of English language (either directly or through ELPA-English Language Proficiency Act) but did not formally assess prof of other languages. Thus, determinations of relative proficiency are not precise and interpretation sh with caution. In addition, it should be noted that the projects with a "C" or "D" in the first line assess all migrant children registered in school (see footnotes for explanation). Therefore, data w (either through assessment or observation) on 2,614 of the 3,072 migrant children registered in scho count).

(Continued on next page)

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Interpretation:

- a. The reported language proficiency for children registered in school in FY '82 seemed to reflect a slightly increased English language capability, with the percent of children who were limited or non-English proficient decreasing from 33% in FY '81 to 26% in FY '82 and the percent of children who were "equally proficient in English and another language" increasing from 52% in FY '81 to 57% in FY '82. Again, we must keep in mind that this data is based strictly on English language proficiency assessment in most cases and is based on observation only in many cases.

	AYRICK	Becker	Brighton	CHURCH	Granada	Hills	MINNICK	Peoria	St. John	SLACKS	SLACKS	SLACKS	SPYGLASS	Wald	Wald	WILKES	WILKES	State Total	State %	State Average
b. Total Migrant funded Staff F.T.E.	13.90	4.43	9.86	3.75	3.38	1.79	5.00	4.75	5.60	14.50	9.50	7.20	8.00	7.72	10.81	6.00		113.67		
Percent of State F.T.E.	12%	4%	8%	3%	3%	1%	4%	4%	5%	13%	8%	6%	7%	7%	10%	5%				
Breakdown of F.T.E. by position and Selected Ratios																				
a) Directors	.70	.37	.60	0	0	0	.50	.50	.20	1.00	1.00	1.00	0	.50	.40	1.00		7.00	7%	.40
b) Program Coordinators	0	.50	0	0	0	.10	.50	.50	0	.50	.50	0	1.00	.05	.50	0		4.50	4%	.20
c) Resource Center Staff													1.50					1.50	1%	.07
d) Secretaries	1.00	0	.50	.00	.50	0	0	.50	.20	.50	.50	0	.50	.07	1.20	0		4.97	4%	.21
e) Total Direct Instructional Staff F.T.E.	2.60	4.50	4.00	3.00	2.00	1.00	2.00	2.25	3.50	16.00	6.25	4.00	2.70	4.83	4.50	2.00		65.73	60%	4.30
(Ratio to No. of Children Recv. Ed. Services (3c above))	(1:25)	(1:26)	(1:26)	(1:34)	(1:44)	(1:42)	(1:32)	(1:34)	(1:30)	(1:26)	(1:24)	(1:24)	(1:16)	(1:22)	(1:25)	(1:16)				(1:26.4)
Breakdown of Instructional F.T.E.																				
(1) Classroom Teachers	0	0	2.00	1.00	0	0	2.00	2.25	3.50	6.00	2.25	2.00	0.70	4.83	3.50	0				
(2) Certified Tutors	0	0	0	2.00	.50	0	2.00	1.25	1.50	0	1.25	1.00	0	0	0	1.00				
(3) Non-Certified Tutors		4.50																		
(4) Teacher Aides	0.00	0	2.00	0	2.00	1.00	0	0	0	0.00	1.00	2.00	2.00	0	.50	2.00				
f) Records Clerks	1.00	.63	.10	.20	.10	.05	1.00	.50	.50	.00	.50	1.10	.50	.27	1.00	1.00		5.70	5%	.40
g) Family Contacts/Recruiters (Ratio to Total Identified Migrant Children (43 above))	2.00	.63	1.00	.50	.50	.05	1.00	.50	1.00	2.00	.75	1.10	1.50	1.50	2.00	1.00		15.60	15%	1.50
	(1:143)	(1:336)	(1:237)	(1:116)	(1:206)	(1:1100)	(1:314)	(1:248)	(1:222)	(1:262)	(1:400)	(1:152)	(1:100)	(1:165)	(1:200)	(1:100)				(1:270)

F - This job description existed in one project.

G - Includes .50 parent coordinator.

Explanation:

This section presents data on the F.T.E. (Full-Time Equivalent) for staff who are funded by migrant money. The first line indicates total staff for each project and the total F.T.E. statewide, while line 2 indicates the percent of the total statewide F.T.E. which exists in each project.

Explanation, continued:

The bottom portion presents a breakdown of the total F.T.E. within each project, by position. Note that all projects do not include all position titles, and that some projects have different classifications. However, the general descriptions are fairly comparable:

Line e indicates a composite of the F.T.E. allocated to direct instruction and the ratio of direct instructional staff to the number of children who are indicated as receiving educational services (or tutoring) from number 3c in the chart above. (Note that since most projects provide tutoring on a one-to-one or small group basis-- this ratio represents the average number of students tutored over a week's time.) For example:

AVBOCES shows 197 children receiving educational services and 8 total F.T.E. in instructional positions, yielding a ratio of roughly 1 instructional staff to 25 children receiving tutoring.

Beneath these ratios is a breakdown of instructional staff F.T.E. into the various job titles.

Line g presents the F.T.E. of family contacts and recruiters (combined), followed by the ratio of that F.T.E. to total identified migrant children (from number 3 on the chart above). For example:

AVBOCES had 420 total identified children divided by 3 family contacts or recruiters, yielding a ratio of 1 to 143.

It should be noted that the job title of recruiter was omitted from the form, which may have resulted in some undercounting in that position, where they were not included with family contacts.

Interpretation:

- a. The total migrant funded staff F.T.E. (statewide) increased by 6.0 from FY '81, with most of the increase occurring in total direct instructional staff F.T.E. The average F.T.E. per program by position has not changed substantially from FY '81, however.
- b. The statewide ratio of direct instructional staff F.T.E. to number of children receiving tutoring is 1:24.4, with the high being 1:44 and the low being 1:10. The median (the point at which half of the projects are higher and half are lower) is at 1:21. This represents a slight increase from FY '81, when the state average was 1:21.4, with the median being slightly less (the data are not available to determine exactly). Among projects, it is clear that there is substantial variation in the staff F.T.E. to pupil ratios, probably relating to student needs, types of staffing patterns, geographic area covered, and other factors.
- c. Again, with regard to family contact/recruiter to total identified children ratios, there is substantial variation. The statewide average is 1:219, with the high being 1:1100 (due to a very small family contact F.T.E. in that project) and a low of 1:109. The median (the point at which half of the projects are higher and half are lower) is 1:243. These ratios are very close to FY '81 (when the ratio statewide was 1:221).

B. Volunteer Involvement

Table 4 presents the numbers of volunteers who participated in various activities in regular year programs. They are grouped according to parents of migrant students, other adults from the community, and youth volunteers. One program reported no volunteer involvement in migrant program activities during the regular year.

TABLE 4
Volunteer Involvement in Regular Year

Activities	Parents of Migrant Students	Other Adults	Youth Volunteers	Total
Assistance in Classroom	55	13	7	75
Assistance in Special Activities	63	37	15	115
Guest Speaker	16	30	16	62
Other (Parent involvement contact, Cultural activ- ities, Move supplies, Con- ferences, Programs, District Accountability Committee Participation)	49	13	6	68
Total	183	93	44	320

C. Staff Development

Appendix D presents a listing of the numbers of staff development activities, hours of inservice, participants, and who conducted the inservice for both regular and summer terms of FY '82. In addition, there is an extensive analysis of the professional growth for educators of migrant children which took place during 1981-1982, as part of "Project 2210." This analysis, provided by Robert L. Mata of CoMERC, includes information from the CDE 120 forms, local "Project 2210" addendums, statewide Cadre meetings, and individual technical assistance provided by Robert.

D. Parental Involvement Activities

Although the State Plan for FY '82 was modified to place emphasis upon "parent input in planning, implementation, and evaluation, plus encouraging parent participation in education activities," the CDE 120 form reflects mainly parent advisory council activities. Therefore, Table 5 contains a summary of the activities reported by projects. On the left hand side of the table are summarized the number of events in the project area which included the various types of activities. Both the range of numbers of activities (from the project with the lowest to the highest) and the median number of events across projects are presented. On the right hand side of the table, the numbers of participants who took part in the activities are summarized, again by range and median.

TABLE 5

Regular Year Parent Activities

Activity	Number Of Events Which Included This Activity		Number of Participants In These Activities	
	Range across Projects	Median across Projects	Range across Projects	Median across Projects
Program Planning	1-22	3	5-310	38
Program Operation	0-16	3	0-243	46
Program Evaluation	0-13	1	0-172	7
Increase Community Support	0-19	3.5	0-289	40
Description of Total Project Parent Involvement Effort ¹	2-22	5	17-310	68
¹ - These numbers are not a simple total of the four activities above, since some events included more than one activity.				

As can be seen, the most frequent types of activities were those to increase community support and those involving program planning with those involving operation of the program being served and program evaluation being the least often conducted. Across the state there were 92 total sessions held for parents, with the total participation of 1,339 (this is a duplicated count). At the bottom of the table is information about total events held by projects again by range and median of number events and then range and median of number of participants. In comparison to FY '81, there were less events (92 as compared to 134) and slightly less participants (1339 as compared to 1443). It appears that there has been a relative increase in program planning activities and a decrease in program operation types of activities, with the others staying relatively the same.

E. Coordination and Dissemination Efforts

1. Support Services Coordination

Table 6 summarizes the numbers of students who received various support services from the projects in FY '82. It should be noted that the numbers indicate numbers of students, rather than number of services provided, and that some students may have in fact received more than one service of any particular type. Also, there may be duplication of students across the types of services if they received more than one type. In FY '81 the following services were provided or coordinated:

medical - 290 students
dental - 120 students
clothing - 642 students
other - 859 students (duplicated).

Thus, we see that students served by medical, clothing, and other services in FY '82 were down 30-40% from FY '81, while students served by dental services increased by 61%.

TABLE 6

Support Services Coordination
Regular Year 1981 - 1982

Type of Service	Number of Projects Providing Services	Total Number of Students Served	Range Across Projects	Median Number for Projects
Medical ¹	13	233	0-56	5.5
Dental	9	193	0-124	1
Clothing	13	439	0-127	15
Food ²	4	142		
Transportation ²	2	67		
Educational Information ³	2	40		
Other ⁴	5	191		

¹-Includes optical.

²-These represent coordination efforts to facilitate services provided by other agencies.

³-Includes help with electives, teacher home referrals, and college visit.

⁴-Includes referral for legal, social service and immigration assistance; coordination with community groups to provide household items and financial assistance; and miscellaneous.

2. Coordination with Service Agencies

In addition to providing the direct support services indicated in the previous section, local programs coordinated with a variety of state and local agencies in order to assure that a broad range of services were available to, not only migrant students, but also migrant families. Many of the services involved coordinating referral of a family for assistance, providing transportation in order to obtain services, and assistance from the agencies in identifying newly arrived families. Table 7 presents the number of programs that coordinated with each agency/organization, followed by the percent of programs which coordinated with that agency. The numbers of instances of coordination are very similar to FY '81. It should be noted that the method of gathering this data does not allow any analysis of frequency of contact or quality of the coordinating relationship.

TABLE 7

Regular Year: Coordination with Other Agencies

	1981-82 Regular Year Migrant Programs	
<u>State Agencies</u>	16	(100%)
Department of Health	14	(88%)
Department of Social Services	15	(94%)
Employment Services	12	(75%)
Dental Aid	1	(6%)
Handicapped Children's Program	1	(6%)
<u>Local Organization</u>	16	(100%)
Churches	13	(81%)
Hospitals/Clinics	14	(88%)
Day Care Centers	7	(44%)
Other	3	(19%)
<u>Other Agencies</u>	14	(88%)
Colorado Migrant Council	14	(88%)
Legal Aid	11	(69%)
Salvation Army	7	(44%)
Headstart	12	(75%)
Other	2	(12%)

3. Dissemination Techniques

Table 8 presents the number of programs using various dissemination techniques to disseminate information about their program, followed by the percent of programs using each technique. In all categories the figures are very similar to FY '81, except for an increase in the number of projects using brochures/leaflets/posters, from 12 in FY '81 to 16 in FY '82. The method of gathering this data also does not allow any analysis of the effectiveness in reaching the intended audiences or desired goals.

TABLE 8
Dissemination Techniques

Techniques	1981-82 Regular Year Migrant Programs	
	16	(100%)
Newsletters	14	(88%)
Local Newspaper	14	(88%)
School Newspaper	6	(38%)
Brochures/Leaflets/Posters	16	(100%)
Radio	3	(19%)
Local TV	1	(6%)
Other (CoMERC newsletter, public presentations, orientation sessions to community groups, BOCES Board presentations, and home contacts)	5	(31%)

4. Services Provided by Other Educational Programs

Table 9 presents the other educational programs (federal, state, BOCES, and district) which operate in the same area as the migrant programs. The columns represent:

- 1st) The names of other educational programs
- 2nd) The number of migrant projects who indicated having migrant children served by that program
- 3rd) The number of migrant students across the state who were receiving both the other educational program and migrant program educational services

- 4th) The number of migrant children statewide who were receiving the other educational program but not receiving migrant program educational services
- 5th) The total number of migrant students statewide who were receiving the other program's services.

TABLE 9

MIGRANT STUDENTS RECEIVING SERVICES
FROM OTHER EDUCATIONAL PROGRAMS

Program Name	Number of Migrant Projects	Number of Migrant Students Receiving the Other Program Services		
		And Also Receiving Migrant Ed Services	But Not Receiving Migrant Ed Services	Total
Chapter 1: Special Programs	16	258	334	592
Title VII: Bilingual *	16	179	117	296
State English Language Proficiency Program **	15	318	414	732
Special Education	15	67	37	104
LAU/State/Indian/ Tutorial	3	20	7	27
Other District Programs ***	7	23	10	33
Total		865	919	1784

* Title VII: Bilingual programs do not exist in all project areas (or may be limited to primary level).

** State English Language Proficiency: Includes district bilingual classrooms.

*** Other District: Includes speech therapy, adult education, and other district programs.

It should be noted that the numbers listed do include duplication, since some students are served by more than one other educational program simultaneously. Further, project personnel have indicated six different methods for gathering this information, which resulted in diversity among projects in data being gathered. It is not known what effect this has on the resulting numbers. Nonetheless, since data were gathered similarly to FY '81, comparisons are probably valid. As in FY '81, all projects had some students served by Chapter 1, and 15 programs had students served through Special Education (although a much smaller number of students). Whereas 12 of the 16 projects had students served through the state English Language Proficiency program in FY '82. Only 3 projects coordinated with any kind of state operated Tutorial program in FY '82, but up to 9 projects had done so in FY '81 (due to a reduction in Tutorial programs in FY '82).

The numbers of children served by these other educational programs is the most striking aspect of this data. The total duplicated "number of migrant children receiving both the migrant program services and other services" increased by 73% over FY '81, while those "receiving other services but not migrant program educational services" increased by 111% over FY '81. The major increase was accounted for by those children served by ELPA (the state English Language Proficiency program) which provided services to about 6 times as many students as the FY '81 state bilingual program. However, this is mainly due to the fact that ELPA covers K-12, whereas State Bilingual was limited in grade levels. Another major change from FY '81 is that in FY '82 the "number of students served by other programs and not receiving migrant program educational services (919)" exceeded the "number who were receiving both other program and migrant program educational services (865)."

F. Student Test Outcomes - Reading and Math

In an attempt to make some determination of achievement gains of the migrant children receiving educational services in Colorado, an evaluation design was developed during Spring, 1980. This design called for obtaining norm-referenced testing results on the settled-out migratory students, since they are expected to be in the district year round. Projects were asked to attempt to reduce the amount of testing being done by obtaining results of norm-referenced tests administered either by the district or by other programs the children were receiving (such as Chapter 1, Bilingual, or other). In order to accommodate this kind of coordination, it was agreed that projects could use as pre and post-tests either Fall to Fall testing, or Fall to Spring testing, or Spring to Spring testing. The Chapter 1 pre-post evaluation plan ("Model A") was used as a format. Thus, projects reported the grade level tested, the name of the test used, when the test was administered (pre and post), the number of students receiving both a pre and a post-test, and results of the testing reported in Normal Curve Equivalents averaged for each grade level.

For the active migrant student (both the interstate and intrastate child) a criterion-referenced test design was used. Since this type of testing is most useful to instruction when it is tied to the curriculum being used, each project was encouraged to select a criterion-referenced test which fit their district or program. Within the evaluation design, the criterion-referenced testing allows for only a very rough measure of achievement, solely for the purpose of gaining some measure of the progress made by the active children. Due to the nature of the definition of the objectives on which this testing is based, it is not possible to compare results across students or projects around the state. Within a project, it may be possible to see trends from one year to the next at the same grade level if the same test is used, however. The data are presented here in an effort to assist projects in seeing what other kinds of tests are used around the state, and what kind of result those projects are achieving.

1. Norm-Referenced Test Results - Reading and Math

Some norm-referenced results were obtained in reading by 15 of the 16 regular year programs, while math norm-referenced results were obtained by 12 of the 16 projects. Table 10 presents a summary across the state of the number of students tested, the average pre-test NCE (Normal Curve Equivalent), the average post-test NCE, and the average NCE gain achieved by all of the students tested. The footnotes and interpretation following the table give more detail on who was actually tested, what tests were used, what testing schedule was employed, some situations which affected the testing in various projects, and an indication of which interpretations may or may not be valid.

TABLE 10

Regular Year Norm-Referenced Test Results for Settled-Out Migrant Children¹

FY '82 (With Comparisons to FY '81)

READING

	FY '82	FY '81 ²
	Average NCE ³ (Percentile Conversion)	Average NCE ³ (Percentile Conversion)
Pre-Test	34.6 (23.3) (Range: 22.3 to 51.4)	28.5 (15.3)
Post-Test	39.4 (30.7) (Range: 26.5 to 59.8)	33.4 (21.5)
Gain ³	+ 4.8 Not Valid (Range: -2.9 to +13.2) to Obtain	+ 4.8 Not Valid to Obtain
No. Children ⁴ Reported	302	212
No. Projects ⁵ Reporting	15	11
Tests Used (No. of Projects)	CTBS (4), Gates MacGinitie (3), CAT (4), SRA (2), Boehm (English & Spanish) (4), SAT (2), Woodcock (3), Moreno Reading (1), Stanford Diagnostic (1), Sequential Test of Prog.(1)	CTBS, Gates MacGinitie, CAT, SRA, Boehm, SAT, Woodcock, SDRT
Test Schedule Used (No. of Projects)	Fall to Spring (8) Spring to Spring (7) Fall to Fall (0)	Unknown

¹ - Results from individual project areas may be obtained from the evaluator, at the address indicated on the title page.

² - These results differ slightly from those reported in the FY '81 Evaluation Report, because of use of individual weighting.

³ - For explanation and interpretation of the NCE (Normal Curve Equivalent), refer to 2c and d on page 32.

⁴ - 771 settled-out migrant children received tutoring during FY '82. It is expected that most of these children received reading tutoring, although not necessarily all. The number of children receiving math tutoring was not determined, but would be less--since migrant children tend to do better in math than more language-based subjects (see footnote 6). Reasons given by project personnel for not obtaining the scores for the other 64% of the children statewide were as follows:

- children were not present during district testing and make-up testing was not done, either due to student absence or lack of followup (2 projects)
- students could not take the district test due to limited English (2 projects)
- some children did move out (most projects indicated this)
- children are terminated from tutoring during the year due to lack of need (2 projects)

(continued on next page)

TABLE 10 (Cont'd.)

MATH

	FY '82		FY '81 ²	
	Average NCE ³	(Percentile Conversion)	Average NCE ³	(Percentile Conversion)
Pre-Test	41.0 (Range: 13.4 to 50.3)	(33.5)	32.5	(20.3)
Post-Test	47.5 (Range: 37.4 to 62.2)	(45.2)	35.9	(25.1)
Gain ³	+ 6.1 (Range: + .3 to +23.9)	Not Valid to Obtain	+ 3.4	Not Valid to Obtain
No. Children ⁴ Reported	166		104	
No. Projects ^{5,6} Reporting	12		8	
Tests Used (No. of Proj- ects)	CTBS (4), CAT (4), SRA (2), Metropolitan (1), STEP (1), SAT (1), Key Math (3)		CTBS, CAT, SRA, Metropoli- tan, Key Math, SDMT	
Test Schedule Used (No. of Projects)	Fall to Spring (5) Spring to Spring (7) Fall to Fall (0)		Unknown	

- district tests only certain grades (2 projects)
- some sites within the project did not report (3 projects)
- scores are obtained for most tutored children (3 projects).

5 - Further discussion of these reasons appears in 2a, b, and e on page 32.

- One project indicated that Fall, 1982 post-testing results would be available in January, 1983, however they were not received in time to include.

6 - Three projects indicated that either no or very limited math tutoring took place, since settled-out children either did not need it or were able to receive it through Chapter 1.

2. Interpretation of Norm-Referenced Results - Reading and Math

In order to interpret Table 10 correctly, the following needs to be kept in mind:

- a) The scores are primarily those of the most non-mobile segment of migrant students, and essentially represent children who were not in any way deselected from district testing (either by absence or other influences).
- b) The scores are supposed to reflect only children who were receiving tutoring in reading or math, but indications from projects are that some other children's scores may have been included. The preparer of the report was unable to determine how many children this involved (ten projects reported scores only for tutored children in reading and math, while five were not sure, and one reported scores for all children--whether they got tutoring in that subject or not).
- c) The use of NCE's allows only a certain type of comparison to be made. Specifically, it indicates where the migrant children tested stand in relation to the national norm groups used in developing the norms for the test given. It should be kept in mind that NCEs range from 1 to 99, with an average of 50. If a child or a group of children were to score at an NCE of 50 it would indicate that they are right at the average for the national norm group, or in other words they are scoring at the expected grade level for their placement in school. It should be noted that the NCE is similar to the familiar percentile, but that the NCE is used since it is valid to aggregate it across students, tests, and programs (whereas it is not valid to do so with percentiles). For a table which gives the conversion from percentiles to NCEs, see Appendix E.
- d) In order to interpret NCE gain, it should be kept in mind that a gain/loss of 0 would mean that the child or group of children made exactly the same gain as the norm group of children. Thus, a gain/loss of 0 indicates that they are "keeping pace" with what would be expected. In the past, migrant children have usually shown a loss in achievement over years rather than either maintaining their position or gaining. Consequently any gains in NCEs are viewed as a positive intervention.
- e) Some test results were not able to be included since publishers do not provide NCE conversions at all grade levels or at certain testing times.
- f) Since some children are tested very far out-of-level, it is difficult to find appropriate norms and the wrong norms may have been used in some cases. When this has occurred it would lead to inflated scores, for example: a child who is in fifth grade but functioning at the second grade level being compared to second graders as opposed to fifth graders.

Analysis of the information presented in Table 10 indicates that the segment of migrant children who did receive norm-referenced testing scored substantially higher in math (NCE of 41 or 34th percentile at pre-test) than in reading (NCE of 35 or 23rd percentile at pre-test). In addition, these children made more gain in math (6.5 NCEs) than they did in reading (4.8 NCEs).

In comparison to FY '81, the students who received norm-referenced testing in FY '82 scored substantially higher at pre-test in both reading and math. In addition they made slightly greater NCE gains in both reading and math in FY '82 than in FY '81. It can be noted that the post-test of students in math in FY '82 (NCE of 47.5) shows that the students who were tested are nearly at grade level in math on post-test. These math data would seem to indicate that the children who are represented by these scores may not be in as great need of tutoring as some of the other children. However, it should be kept in mind that the students tested are not representative of the total group of migrant children who are being tutored (note the numbers of students tested in Table 10).

3. Criterion-Referenced Testing Results - Reading and Math

Since the new evaluation model was implemented in mid-1980, it has still not been fully implemented around the state. However, there was an increase of number of projects using criterion-referenced testing (8 projects out of 16 in FY '82 and only 5 in FY '81). Table 11 presents the results that were received in reading and Table 12 presents the results received for math. The situations which prevented reporting results are indicated in the tables.

4. Interpretation of Criterion-Referenced Testing

As was indicated before, the criterion-referenced testing results can NOT be used for comparisons across projects or tests. However, a rough analysis of Tables 11 and 12 indicates that it takes anywhere from 4 to 19 days of instruction to master a reading or math objective. Mastery is used in this sense only to indicate that the child could not pass a test on the objective prior to instruction and was able to pass such a test after instruction.

Although project personnel indicate that this form of testing does involve more teacher/tutor time than merely obtaining district test results, most projects using the criterion-referenced testing indicated a desire to continue. In addition, some projects have decided to use the criterion-referenced testing as a diagnostic tool for all students tutored, including the settled-out children. Another use which project personnel have made of the criterion-referenced result is in cross-referencing them to the MSRTS Skills Information System in order to facilitate reporting on the skills log when children leave the district.

TABLE 11

Regular Year Criterion Referenced Testing Results
Active Migrant Students

READING

Regular Program	Tests Used	Number of Students (Total=156)	Average Days Present	Average Days Recvg. Crit. Refer. Instruction	Total Number of Objectives Mastered	Avg. No. of Days Instruc. to Master One Objective
Arkansas Valley BOCES	Did not do criterion-referenced testing.					
Boulder Valley	Began collecting data in Spring 1982. No figures to report.					
Brighton 27-J	No records kept by teachers.					
East Central BOCES	BIP ^a	6	128	123	39	18.9
Powers Re-1 Granada	SRA, PYRAMID	27 ^c	40	35	68	13.9
Powers Re-3 Holly	Woodcock ^b	10 ^c	167	157	180	8.7
Northern Colo. BOCES	Recordkeeping did not allow summarization.					
Poudre R-1	Dist. Objectives Tchr. Objectives	6	142	71	28	15.3
St. Vrain	Brigance	69 ^d	153	140	1725	5.6
San Luis Valley BOCES	Not available.					
South Central BOCES	Dist. #60 CRT & Managmt. Prog.	20	143	101	380	5.3
Southeastern BOCES	BIP ^a , Brigance	7	117	77	88	6.1
S. Platte Valley BOCES	BIP ^a	11	143	110	258	4.7
Weld #6 Greeley	District objectives testing occurs in spring--no other CRT was used.					
Weld BOCES	Teachers did not report usable data.					
West Central BOCES	None were implemented.					

^a - BIP=Bakersfield Individualized Process^b - Objectives were defined as items from the Woodcock^c - Only 3 - 4 of these are "active."^d - Included some settled-out children who were given Brigance testing.

TABLE 12

Regular Year Criterion Referenced Testing Results
Active Migrant Students
MATH

Regular Program	Tests Used	Number of Students (Total=97)	Average Days Present	Average Days Recvg. Crit. Refer. Instruction	Total Number of Objectives Mastered	Avg. No. of Days Instruc. to Master One Objective
Arkansas Valley BOCES	Did not do criterion-referenced testing.					
Boulder Valley	Began collecting data in spring 1982. No figures to report.					
Brighton 27-J	No records kept by teachers.					
East Central BOCES	No math tutoring.					
Prowers Re-1 Granada	PIRAMID	32	39	32	87	11.6
Prowers Re-3 Holly	Key Math ^a	10 ^b	167	157	200	7.8
Northern Colo. BOCES	Recordkeeping did not allow summarization.					
Poudre R-1	Dist. Objectives Tchr. Objectives	6	137	62	26	14.3
St. Vrain	Brigance	20 ^c	153	140	600	4.7
San Luis Valley BOCES	Not available.					
South Central BOCES	Scott Foresman	20	143	101	200	10.1
Southeastern BOCES	Not tested in math.					
S. Platte Valley BOCES	PIRAMID	9	123	112	272	3.7
Weld #6 Greeley	District objectives testing occurs in spring. No other CRT was used.					
Weld BOCES	Teachers did not report usable data.					
West Central BOCES	None were implemented.					

^a - Objectives were defined as items from the Key Math test.

^b - Only 3 - 4 of these are "active."

^c - Included some settled-out children who were given Brigance testing.

G. Other Exceptional Approaches, Practices, and Ideas from Regular Year Projects

In preparing the summary of all of the data which has preceded, it has become clear that such data do not fully represent what projects are accomplishing. One of the major gaps is in description of what actually occurs in the conduct of a program (administratively, instructionally, and in the supportive services). Thus, this section is an attempt to highlight some of the things which projects are undertaking which seem to be contributing to the success of their project. Note that there were not criteria set up for inclusion or exclusion of items, they were strictly a result of discussions that the preparer had with project personnel during the preparation of the report.

- AVBOCES - Staff were involved in evaluating the program through completion of individual evaluation forms. Migrant personnel participate in two days of BOCES-wide inservice, geared to a wide range of topics.
- Boulder - An evaluative meeting is conducted with all staff at the end of the year in order to obtain information for conducting the next year's program. In addition to the regular agencies and organizations, 18 local groups were involved in coordination efforts during the regular year.
- ECBOCES - In order for staff to evaluate the program, evaluation forms are passed out at the beginning of the year and turned in completed at the end. This information is then used to develop the plan for the subsequent year. Coordination for staff development took place with SPVBOCES. All settled-out migrant students are tested by Chapter 1 teachers, reducing the duplication. Parents have been involved in assisting to plan and evaluate the program at PAC meetings. Math tutoring of children is accomplished through Chapter 1.
- Holly - A session on awareness of the migrant child's cultural background and other cultural awareness issues was held including the one migrant staff member and 12 K-6 teachers. Parents were involved in three classroom visits. Close coordination with the district administration and a firm commitment to provide a quality education for migrant children throughout the district was evident.
- NCEBOCS - Personal orientation sessions were conducted with various community groups regarding the program. Training was provided to parents in the areas of program planning, implementation and evaluation. An increase in the frequency of providing MSRTS recordkeeping reflected increased visibility of the project.

- Poudre - Due to close coordination, the school district cooperates fully in use of facilities. A new tutoring program was developed at one junior high in order to serve migrant students.
- St. Vrain - A process for coordination of services provided to migrant students by various programs in the district has been developed, in which each child is staffed with the appropriate other personnel to determine the most effective use of tutor time and the greatest reduction of duplication. At the end of the year, a group discussion is held with staff in order to identify problems which have occurred and do problem-solving for the subsequent year. Criterion-referenced testing is used for diagnostic purposes with settled-out children.
- SCBOCES - Program visibility has been increased, partially due to increased efforts for data-gathering. Staff are involved in the evaluation process by completing their own copies individually and then discussing them on a group basis. Inclusion of a counseling component during the regular year was a real strength at the secondary level. Tutors were encouraged to and frequently did make home visitations.
- SEBOCES - Parent Advisory Council meetings were held monthly in two sites in the project area and were well attended throughout. Increased services were provided at the junior high and high school levels last year.
- SPVBOCES - Input from staff on program improvement is obtained at meetings, and the coordinator visits principals in order to obtain their comments and suggestions. Coordination on professional development activities occurred with ECBOCES.
- Weld BOCES - Parent meetings were held three times a month from October through April, and covered 14 topics including program-related discussion, legal issues, nutrition, and a variety of other discussions. Computerized recordkeeping for other BOCES programs assisted in data gathering for migrant needs. Math tutoring is mostly provided through Chapter 1, which reduces duplication of effort.
- WCBOCES - Comments on the program's operation are solicited from both staff and district personnel on an on-going basis during the year. In addition the director meets with tutors and principals twice a year to evaluate progress and do problem-solving. Tutors have been able to use diagnostic testing in order to demonstrate student progress and capabilities to classroom teachers.

In reviewing the exceptional practices noted above, it becomes very clear that they are primarily in the areas of administration, support services, and evaluation areas. This reflects the fact that evaluation, in education in general and in the Colorado Migrant Education program in particular, has not emphasized instructional practices and even documentation of the nature of the instructional component is not occurring at the local level (in most cases). The evaluator feels that a more complete evaluation of the program would need to include information which describes how the instructional component is implemented. This would include description of the inputs into instruction (personnel, materials and student inputs), the processes of instruction (scheduling, location, grouping, strategies, etc.) and the rationale underlying the program. Further, it would seem beneficial to encourage projects to undertake more creative self-analysis as part of the required evaluation. The next section includes a summary of some of the self-analysis which is currently taking place.

H. Self-Analysis By Local Project Personnel

The self-analysis reported on the CDE 120 included two types of information. First, the project was asked to assess the success of their program in achieving each of the program-level objectives. Indications from project directors are that most of these assessments were a product of either group or individual consultation with staff (only four projects indicated that these assessments were made primarily by the director and/or administrative staff). The results of these assessments are presented in Table 13, with the statewide average for each objective appearing at the far right. For each objective, the self-assessments are within one decimal point of those indicated in FY '81, with the exception of number 9 (parental involvement.) That objective showed a substantial increase from FY '81 (a rating of 2.7) to FY '82 (a rating of 3.4). It is possible that this difference in rating reflects a lessened expectation for parental involvement in FY '82, and thus an increased rating of the efforts that did take place. Still however, this objective is the lowest rated (although still rated as minimally successful).

TABLE 13

Project Self-Assessment of Success in Achieving Objectives Regular Year 1982-1983

Program Objectives	Very Successful				Very Unsuccessful		Blank	Average
	5	4	3	2	1			
1. Improve migrant students' reading skills	3	7	5	1				3.8
2. Improve migrant students' math skills	4	8	3	1				3.9
3. Improve limited or non-English speaking migrant students' proficiency in English	5	7	4					4.1
4. Enrich migrant students' awareness of their own and other cultures	4	7	4		1			3.8
5. Improve migrant students' self-concept and social skills	5	7	3	1				4.0
6. Identify and enroll all eligible migrant children	12	2	2					4.6
7. Provide adequate dental and medical services to migrant students	6	6	1	2			1	4.1
8. Provide adequate support services (other than dental and medical)	5	6	4	1				3.9
9. Obtain a high level of parent involvement in program planning and implementation	2	7	3	4				3.4

The second aspect of the self-analysis was for the project to comment on areas of strength and areas needing improvement within seven major programmatic headings. Again, these comments reflect total staff input in twelve of the sixteen regular year projects. The summary is provided below of the major comments under each area, along with the number of projects making the comment:

Availability of Resources

<u>Strengths</u>	<u># of Projects</u>
Materials	(9)
Personnel work together	(5)
Resource room/materials center	(4)
Resource personnel (CoMERC, CDE, BOCES, District staff)	(3)
Good facilities/cooperation	(3)

Areas Needing Improvement

More materials on-site/better dissemination to districts	(5)
Better facilities	(4)
Need full-time director	(2)
Need to establish materials library	(2)
Need CoMERC to be more available	(1)
Need more bilingual instructors	(1)
Schools are not receptive	(1)

Program's Internal Organization

<u>Strengths</u>	
Stable, experienced, professional staff	(4)
Clear goals	(3)
Financial records accountability	(2)
On-going training	(2)
More staff available to help	(2)
Counseling	(1)
Meetings helpful	(1)
Secondary instruction	(1)
Support from Program Director	(1)

Areas Needing Improvement

Not enough time for all the responsibilities	(2)
Need more coordination/communication with classroom teacher	(2)
Need to understand migrant education goals	(1)
New staff requiring extensive orientation	(1)
Need more specific guidelines for recruiters	(1)
Need coordination of District and 2210 Inservices	(1)
Need to use MSRTS with the feeling of added paperwork	(1)
Need more input/feedback from Director	(1)
Need to work with counselors on credit classes	(1)
Need to finish paperwork on time	(1)

Program Staff# of ProjectsStrengths

Dedication/commitment to children	(8)
Well trained, expert staff	(8)
Work together well	(4)
Low turnover	(2)
Sensitive to children's needs	(1)
Efficient accounting system	(1)

Areas Needing Improvement

Need more certified tutors/aides	(2)
Need regular sharing sessions	(2)
Need to explain migrant child/culture	(2)
Need more training	(1)
Funds are not available in advance	(1)
Assessment skill	(1)
More self-motivation	(1)
Need recruiter training for self-help parent groups	(1)
Need better time-on-task and definitions of responsibilities	(1)

Testing and Record KeepingStrengths

Accuracy in testing and records	(4)
Record gathering system	(3)
Adequate testing	(3)
Valuable information	(3)
Staff familiar with tests	(2)
Variety of tests	(1)

Areas Needing Improvement

Need to gather and report results more thoroughly and on time	(5)
Need more comprehensive evaluation format (include <u>all</u> children)	(3)
Need more specific referrals, based on objectives	(3)
Need more organized, accurate records	(2)
Need to relate tests to district testing and teacher's referrals	(2)
Make it a less demanding item on the state evaluation	(1)
More parental awareness of test procedures	(1)
MSRTS needs to be accepted by regular teacher	(1)

Parental InvolvementStrengths

Cooperation/interest of parents	(8)
Contact with parents	(3)
Input on program planning	(2)
Expect child's regular attendance	(1)
Activities	(1)
Interaction among parents	(1)

Parental Involvement# of ProjectsAreas Needing Improvement

More support, interest and attendance at activities	(7)
More visits to regular classroom	(3)
Increase value and understanding of education	(2)
Need to understand the importance of parent-teacher conferences	(1)
More fathers involved	(1)
State Parent Conference more practical	(1)

Involvement of Local School AdministrationStrengths

Support/coordination/cooperation	(7)
Principal's involvement/commitment	(4)
Familiar with Migrant Program	(4)
Program more visible	(3)
Supervision of aides	(1)
Junior high tutoring program	(1)
Several district personnel on 2210 committee	(1)

Areas Needing Improvement

More involvement in program	(6)
Need to learn how program works	(3)
Need their active involvement with migrant staff in inservices	(3)
More focus on importance of program	(2)
Need more cooperation since less money	(1)
Less meetings to attend	(1)

Community RelationsStrengths

Activities provided more visibility	(2)
Good community relations	(1)

Areas Needing Improvement

Need more public relations in community with tightening of budget	(1)
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Effect on StudentsStrengths

Student improvement overall	(1)
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Areas Needing Improvement

Need to reschedule some classes for better learning opportunities	(1)
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MSRTS/I&RStrengths

95 - 100% identification of migrant students	(2)
--	-----

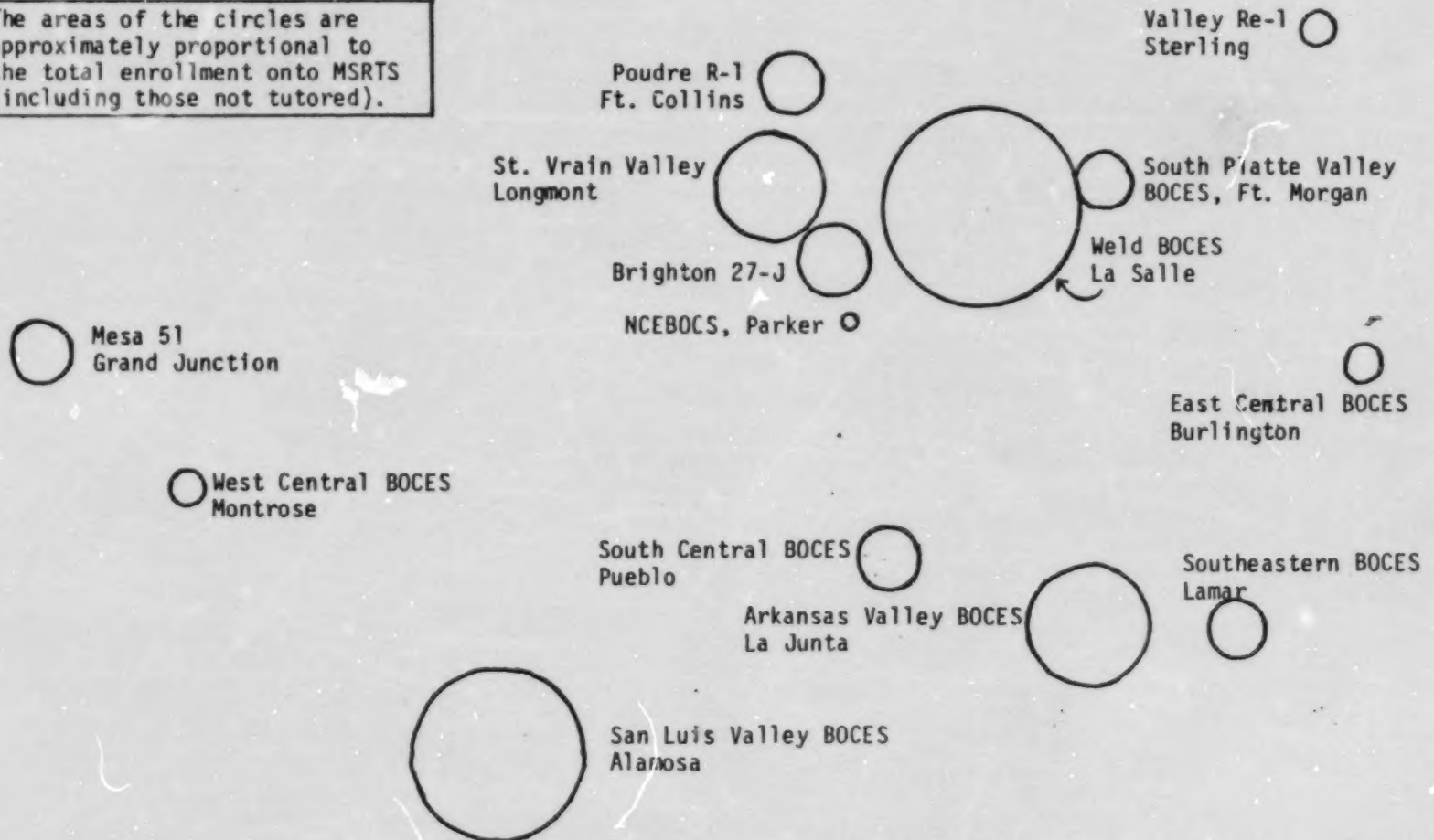
Areas Needing Improvement

Need to update to current computer technology	(1)
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LOCATION AND RELATIVE SIZE OF COLORADO MIGRANT EDUCATION PROJECTS, 1982

Summer

The areas of the circles are approximately proportional to the total enrollment onto MSRTS (including those not tutored).



LOCAL PROGRAM DESCRIPTION/OUTCOMES/SELF-ANALYSES:
SUMMER PROGRAMS, 1982

A. General Description of Programs

Fourteen local programs were conducted during Summer, 1982. (See Figure 2 for locations and relative sizes). Some were administered by individual school districts and some by BOCES (Boards of Cooperative Educational Services, which are regional centers supported by and serving a group of school districts). Table 14 presents a key to the agencies administering programs, their location, and the designation to be used in this section for that agency.

TABLE 14
1981-82 Summer Migrant Programs

<u>Project Abbreviations</u>	<u>Agency</u>	<u>Primary Location</u>
AVBOCES*	Arkansas Valley BOCES	La Junta
Brighton	Brighton School District 27J	Brighton
ECBOCES*	East Central BOCES	Burlington
Mesa 51	Mesa 51 School District	Grand Junction
NCEBOCES*	Northern Colorado BOCES	Parker
Poudre	Poudre School District R-1	Ft. Collins
St. Vrain	St. Vrain Valley School District RE1J	Longmont
SLVBOCES*	San Luis Valley BOCES	Alamosa
SCBOCES*	South Central BOCES	Pueblo
SEBOCES*	Southeastern BOCES	Lamar
SPVBOCES*	South Platte Valley BOCES	Ft. Morgan
Valley	Valley School District Re-1	Sterling
Weld BOCES*	Weld BOCES	Ault & Ft. Lupton
WCBOCES*	West Central BOCES	Olathe

*Board of Cooperative Educational Services

Table 15 presents general information describing the nature of each local program. The Table is included first in its entirety and then sections are presented along with clarification and interpretation by section.

The information in Table 15 may be used in at least three ways: to obtain a view of the diversity of programs around the state; to do comparisons among projects; or to develop a profile within a project. All three uses are valuable to making decisions about program improvement and planning. For this report, only a few of the major aspects of the data and selected interpretations will be made.

GENERAL DESCRIPTION OF PROGRAMS/ CHILDREN SERVED SEPTEMBER, 1962
(see pp. 44-45 for description/ interpretation)

	AYR	BAL	CAN	FLA	GA	MD	NJ	NY	PEN	VA	WY	DC	DE	MA	RI	CT	State Total	State Percent	State Average
1. No. Participating School Districts in Area	7	3	1	1	1	1	2	6	2	4	0	2	0	2	0	2	80		
a) No. Elementary Schools	13	7	1	10	2	0	11	17	12	0	14	7	25	10	0	12	161	99%	
b) No. Junior High/Middle Schools	7	4	1	1	1	0	4	0	4	1	2	0	12	0	0	9	63	22%	
c) No. High Schools/Jr.-Sr.	7	2	1	0	0	2	4	0	4	1	0	0	0	0	0	2	46	19%	
Total No. Schools	27	13	3	11	3	12	19	17	20	2	16	7	37	0	2	21	248	100%	
2. Total School Days in Summer Program	26	30	30	37	22	40	27	40	30	33	33	32	40	26					
Average Percent Days Attended Per Child	70%	71%	58%	81%	89%	81%	83%	83%	89%	81%	89%	82	40	26					33.0
3. Total Identified Migrant Children	470	290	100	237	14	231	396	419	261	107	207	70	311	116			3028		
Percent of State	12%	7%	2%	6%	1%	6%	10%	11%	7%	3%	6%	2%	21%	3%			100%		
a) No. Children Enrolled on MSRTS but not attending summer school	212	93	40	70	1	90	189	168	170	69	116	20	301	37			1671 (94% of all identified children)		
(1) 0-4 years old	428	618	0%	77%	0%	62%	39%	42%	20%	29%	29%	20%	301	37			1671 (94% of all identified children)		
(2) 5-12 years old	236	165	0%	100%	0%	11%	14%	22%	36%	11%	31%	20%	200	61%			600	39%	
(3) 13-15 years old	210	200	43%	100%	0%	17%	22%	19%	26%	22%	29%	36%	248	0%			430	26%	
(4) 16-20 years old	136	131	30%	3%	0%	100%	29%	17%	17%	32%	14%	0%	158	16%			275	16%	
b) No. Children Attending Summer School	258	197	60	167	13	141	206	251	91	120	91	44	430	70			2156 (56% of all identified children)		
(1) 0-4 years old (Preschool)	0%	0%	0%	23%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%			40	2%	
(a) Active (Inter. + Intra.)	0%	0%	0%	12%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%			20	1%	
(b) Settled-Out (5-year)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%			0%	0%	
(2) 5-12 years old (Elementary)	50%	40%	64%	44%	0%	29%	31%	60%	22%	47%	72%	70%	52%	30%			1033	47%	
(a) Active (Inter. + Intra.)	32%	29%	30%	13%	0%	30%	32%	27%	44%	34%	22%	18%	31%	60%			690	32%	
(b) Settled-Out (5-year)	0%	7%	4%	4%	0%	16%	4%	9%	9%	6%	0%	9%	9%	1%			127	6%	
(3) 13-15 years old (Junior High)	4%	9%	1%	0%	23%	4%	9%	6%	16%	0%	3%	2%	7%	9%			141	7%	
(a) Active (Inter. + Intra.)	0%	0%	0%	0%	0%	11%	1%	1%	2%	1%	1%	0%	2%	0%			91	2%	
(b) Settled-Out (5-year)	4%	4%	0%	0%	0%	0%	1%	1%	0%	0%	0%	0%	0%	0%			0%	0%	
(4) 16-20 years old (Senior High)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%			0%	0%	
(a) Active (Inter. + Intra.)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%			0%	0%	
(b) Settled-Out (5-year)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%			0%	0%	
4. Language Proficiency--Percent of all Migrant Children Registered in School (See below for methods)																			
a) Limited or No English Proficiency	29%	41%	7%	38%		68%	29%	9%	82%	17%	10%	23%	1						
b) Equal Proficiency in English and Other Language	62%	50%	71%	31%		32%	69%	67%	71%	77%	70%	77%	68%	27%					26%
c) More Proficiency in English	8%	9%	22%	31%		4%	12%	4%	7%	6%	12%	0%	17%	10%					62%
Methods used to assess Language Proficiency: (Notes: Most pre-projects did not formally assess "other" Teacher Assessments/Tests, Speech Therapist Testing, LNU Rec. 11-12-13)																			

Methods used to assess Language Proficiency: (Note: Most pretests did not formally assess "other" Teacher Assessments/Tests, Speech Therapist testing, LAR Records, Language Assessment language proficiency...it was derived from tutor/teacher observation.)
Scales: TOEFL iBT, Postbody XLE, (I & II), Novena Spanish/English Reading Comprehension

- A - Not recorded for summer.
- B - Some children who did not attend were included.
- C - Worked on an hourly basis.
- D - Diagnostician and Counselor
- E - Resource Center Facilitator
- F - This job description existed in only one project.
- G - These job descriptions existed in only two projects.
- I - Jobs/Duties assigned: Clerical, Classroom aides, Transportation aides, Health aides, Kitchen aides, Custodian assistant.

	AYPOCES	Brighton	LEBOCES	Para 31	MCIBOCS	Podre	St. Train	ALYPOCES	SEBOCES	SEBOCES	SPYBOCES	Valler	Wald BOCES	MCBOCES	State Total	State Percent	State Average
1. No. Participating School Districts in Area	7	3	1	1	1	1	2	8	2	4	8	2	8	2	60		
a) No. Elementary Schools	13	7	1	10	2	8	11	17	13	6	14	7	25	18	144	59%	
b) No. Junior High/Middle Schools	7	4	1	1	1	3	4	8	4	1	2	0	12	5	53	22%	
c) No. High Schools/JV-SH	7	2	1	0	0	2	4	8	4	1	0	0	9	2	48	19%	
Total No. Schools	27	13	3	11	3	13	19	33	21	8	24	7	46	17	245	100%	
2. Total School Days in Summer Program	35	39	32	37	22	40	27	40	38	33	33	22	40	36			33.8
Average Percent Days Attended Per Child	74%	71%	66%	81%	89%	81%	93%	93%	89%	81%	85%	70%	64%	89%			

Explanation:

Based on discussion with project directors, the "Number of Participating School Districts and Schools" represents two interpretations of "participation": in some cases, the number of districts who signed off on the application; in other cases, it represents those districts and buildings which actually have migrant children attending summer school. In either case, it does not include districts or schools for children who come from out-of-state or intrastate. Hence, there is some discrepancy in reporting which will be cleared up in the next year's evaluation form.

"Total School Days in Summer Program" were days school was in session, while "Average Percent Days Attended Per Child" was taken from schoolwide or teacher attendance sheets.

Interpretation:

- 1) The number of local districts which participate in summer programs varies from 1 to 8; and the total number of schools varies from 3 to 46. However, these figures represent mainly the settled-out children, since active children come from intrastate, other states and Mexico.

	AYPOCES	Brighton	LEBOCES	Para 31	MCIBOCS	Podre	St. Train	ALYPOCES	SEBOCES	SEBOCES	SPYBOCES	Valler	Wald BOCES	MCBOCES	State Total	State Percent	State Average
3. Total Identified Migrant Children	478	280	109	237	14	231	395	419	261	197	207	72	811	115	3826		
Percent of State	12%	7%	3%	6%	1%	6%	10%	11%	7%	5%	5%	2%	21%	3%	100%		
a) No. Children Enrolled on MEATS but not attending summer school	212	93	40	78	1	90	189	168	178	69	115	28	381	37	1671 (44% of All Identified Children)		
(1) 0-4 years old	42%	51%	0%	77%	0%	62%	35%	42%	20%	35%	26%	32%	20%	65%	568	35%	
(2) 5-12 years old	23%	16%	28%	10%	0%	11%	14%	22%	36%	11%	31%	32%	41%	11%	430	26%	
(3) 13-15 years old	21%	20%	43%	10%	100%	17%	22%	19%	26%	22%	29%	36%	24%	8%	378	23%	
(4) 16-20 years old	13%	13%	30%	3%	0%	10%	29%	17%	17%	32%	14%	0%	15%	16%	275	16%	

	ARIZONA	CALIFORNIA	FLORIDA	ILLINOIS	INDIANA	MISSISSIPPI	MONTANA	NEBRASKA	NEVADA	NEW JERSEY	NEW YORK	PENNSYLVANIA	TEXAS	UTAH	VIRGINIA	WISCONSIN	WYOMING	Total	Percent	State
3 b) No. Children Attending Summer School	244	107	69	109	13	141	206	241	91	128	92	44	439	79				2155 (80% of All Identified Children)		
(1) 0-4 years old (Preschool)																				
(a) Active (Inter. + Intra.)	0%	0%	0%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	40	2%	
(b) Settled-Out (5-year)	0%	0%	0%	12%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	20	1%	
(2) 5-12 years old (Elementary)																				
(a) Active (Inter. + Intra.)	50%	48%	64%	46%	0%	39%	31%	59%	22%	47%	73%	70%	52%	30%				1033	47%	
(b) Settled-Out (5-year)	32%	29%	30%	13%	0%	30%	52%	27%	46%	34%	22%	19%	31%	50%				692	32%	
(3) 13-15 years old (Junior High)																				
(a) Active (Inter. + Intra.)	8%	7%	0%	4%	0%	16%	6%	5%	5%	6%	0%	1%	5%	1%				127	6%	
(b) Settled-Out (5-year)	4%	9%	1%	0%	23%	4%	9%	6%	16%	9%	3%	2%	7%	9%				149	7%	
(4) 16-20 years old (Senior High)																				
(a) Active (Inter. + Intra.)	3%	2%	0%	0%	0%	11%	1%	1%	2%	2%	1%	0%	2%	0%				61	3%	
(b) Settled-Out (5-year)	4%	4%	0%	0%	0%	0%	1%	2%	0%	2%	1%	0%	3%	1%				61	3%	

Explanation:

The first line represents "Total Children Identified" on the Migrant Student Record Transfer System for the project area, including those not in school and those attending summer school. The "Percent" represents the portion of the state's total identified children which that project reported.

3a. This section reports children who have been enrolled onto MSRTS, but for various reasons were not registered into school. Line 3a is the total of children in this category while lines 3a1 through 3a4 are the percents in each category for that project. The 0-4 year olds are served in preschools run by the Colorado Migrant Council in 11 project areas and by Mesa 51 as part of their migrant education project. Some of the 16-20 year old children have graduated. Other children either are not referred for services or are not able to attend for the following reasons: they need to work; they are needed to care for siblings; their parents prefer for them not to attend; or other reasons.

3b. This section reflects migrant children who were attending summer school. Again, the first line indicates the total number of children in school and lines 3b1 through 3b4 are the percents of children at each age and migrant status for that particular project.

For example, in the Arkansas Valley BOCES (AVBOCES) the data indicate that 50% of the 266 children attending summer school were ages 5-12 and of active status. In other words, 133 children were in that particular category.

Thus, for any project the number of children in a particular category can be obtained by multiplying the percent by the total number of children. The percents of children in each category for the whole state are indicated on the right hand side. This data indicates to some extent the varying makeup of children in different programs, or the varying emphasis placed on different categories of children by programs.

(Continued on next page)

Interpretation:

- a. The numbers of total identified migrant children as compared to FY '81:
 - increased slightly in two projects:
AVBOCES - 478 in FY '82/391 in FY '81
SCBOCES - 261 in FY '82/213 in FY '81
 - decreased substantially in one project:
Brighton - 280 in FY '82/427 in FY '81
 - did not change by more than 20% in eight projects
 - reporting was inconsistent in three projects and so comparison was not possible (Mesa 51, NCEBOCS, SEBOCES)
 - decreased by 5% statewide (3,826 in FY '82/4,021 in FY '81).
- b. The number of migrant children identified and enrolled onto MSRTS, but not attending school decreased by 7% from Summer '81 (1,671 in FY '82/1,802 in FY '81).
- c. The number of children who attended summer school decreased by 3% from Summer '81. (2,155 in FY '82/2,219 in FY '81).
- d. Among the children attending summer school, there was a slight trend toward serving the active child (58% were active/42% settled-out in 1982, whereas 54% were active/46% settled-out in 1981).

	AVBOCES	Brighton	ELBOCES	Mesa 51	NCEBOCES	Pueblo	St. Train	WATBOCES	SEBOCES	SWBOCES	SPYBOCES	Valley	Weld	WFOBOCES	State Total	State Percent	State Average
A						B											
4. Language Proficiency--Percent of all Migrant Children Registered in School (See below for methods)																	
a) Limited or No English Proficiency	29%	41%	7%	38%		44%	29%	9%	22%	17%	18%	23%	18%	64%		26%	
b) Equal Proficiency in English and Other Language	62%	50%	71%	31%		52%	59%	87%	71%	77%	70%	77%	65%	21%		62%	
c) More Proficiency in English	8%	9%	22%	31%		4%	12%	4%	7%	6%	12%	0%	17%	15%		12%	
Methods used to assess Language Proficiency: (Note: Most projects did not formally assess "other" language proficiency--it was derived from tutor/teacher observation.) Teacher Assessments/Tests, Speech Therapist testing, LAU Records, Language Assessment Scales, IDEA kit, Peabody Kit, (I & II), Hispanic Spanish/English Reading Comprehension.																	

A - Not recorded for summer.

B - Some children who did not attend were included.

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Explanation:

As indicated by the note beneath section 4, most projects used some measure for determining English language proficiency, but did not formally assess proficiency in other languages. Thus, determinations of relative proficiency are not precise and interpretation should be made with caution. However, it should be noted that data was gathered (either through assessment or observation) on 2,146 of the 2,155 children attending school.

	AYROCES	Brighton	(CROCES	Waco 5)	MCROCES	Poudre	St. Vrain	SLYROCES	SCROCES	SEROCES	SPYROCES	Valley	Weld	WYROCES	State Total	State Percent	State Average
5. Total Migrant Funded Staff F.T.E.	27.70	17.60	12.80	27.26	4.00	17.00	26.50	24.00	8.99	14.00	17.35	16.00	49.21	16.50	278.51		
Percent of State F.T.E.	10%	6%	5%	10%	1%	6%	10%	9%	3%	5%	6%	5%	18%	6%		100%	
Breakdown of F.T.E. by position and Selected Ratios																	
a) Directors/Principals	.70	1.50	1.00	1.00	.50	1.50	2.00	1.00	1.00	1.00	1.00	1.00	2.48	2.00	17.68	6%	1.30
b) Program Coordinators	1.00	0	0	0	.50	1.00	1.00	0	1.00	1.00	0	0	1.00	0	8.50	2%	.47
c) Secretaries	2.00	.60	.50	.50	0	1.00	1.00	1.00	.34	0	.85	.90	3.48	0	11.77	4%	.84
d) Evaluators													.25 ^C		.25	F	F
e) Transportation/Health Aides											1.00	1.00			2.00	0	0
f) Total Direct Instructional Staff F.T.E.	20.00	14.00	9.80	24.26	1.00	12.50	19.50	19.00	4.25	10.00	11.00	10.00	37.29	13.00	208.94	74%	14.68
(Ratio to No. Children Recvg. Ed. Services (#3b) above)	(1:13)	(1:13)	(1:7)	(1:7)	(1:13)	(1:11)	(1:11)	(1:13)	(1:21)	(1:13)	(1:8)	(1:4)	(1:12)	(1:6)			(1:19)
Breakdown of Instructional Staff F.T.E.																	
(1) Classroom Teacher	11.00	6.00	4.00	7.26	0	11.00	10.50	9.00	4.00	9.00	9.00	8.00	26.29	7.00			
(2) Certified Tutors	0	2.00	0	0	0	0	0	0	.25	0	1.00	0	0	0			
(3) Teachers Aides	9.00	6.00	5.00	17.00	1.00	1.50	9.00	10.00	0	9.00	9.00	4.00	11.00	6.00			
g) Indirect Instructional Staff F.T.E.									.34 ^D		1.00 ^E				1.34	0	0
h) Records Clerks	1.00	.50	.50	.50	1.00	.50	1.00	1.00	.84	1.00	.50	.50	.75	.50	9.91	4%	.70
i) Family Contacts/Recruiters (Ratio to Total Identified Migrant Children (#3 above))	3.00	1.00	1.00	1.00	1.00	.50	2.00	2.00	1.00	1.00	2.00	1.00	4.00	1.00	21.50	8%	1.53
(Ratio to Total Identified Migrant Children (#3 above))	(1:199)	(1:200)	(1:109)	(1:237)	(1:14)	(1:662)	(1:190)	(1:210)	(1:261)	(1:197)	(1:104)	(1:72)	(1:200)	(1:115)			(1:178)
j) Other available personnel ¹																	
(1) CETA				3.75			9.00				8.00	10.00		1.00	31.75		
(2) Manpower		1.00							8.00	1.00					10.00		
(3) Adolescent Center								1.00							1.00		

C - Worked on an hourly basis.

D - Diagnostician and Counselor

E - Resource Center Facilitator

F - This job description existed in only one project.

G - These job descriptions existed in only two projects.

1 - Job/Duties assigned: Clerical, Classroom aides, Transportation aides, Health aides, Kitchen aides, Custodian assistant.

(For explanation, see next page.)

Explanation:

This section presents data on the F.T.E. (Full-Time Equivalent) for staff who were funded by migrant money. The first line indicates total staff for each project and the total F.T.E. statewide, while the second line indicates the percent of the total statewide F.T.E. which existed in each project.

The bottom portion presents a breakdown of the total F.T.E. within each project, by position. Note that all projects do not include all position titles, and that some projects have different classifications. However, the general descriptions are fairly comparable:

Line 6 indicates a composite of the F.T.E. allocated to direct instruction and the ratio of direct instructional staff to the number of children who are indicated as attending summer school from number 3b in the chart above. For example:

AVBOCES shows 266 children attending and 20 total F.T.E. in instructional positions, yielding a ratio of roughly 1 instructional staff to 13 children.

Beneath these ratios is a breakdown of instructional staff F.T.E. into the various job titles.

Line 4 presents the F.T.E. of family contacts and recruiters (combined), followed by the ratio of that F.T.E. to total identified migrant children (from number 3 on the chart above). For example:

AVBOCES had 478 total identified children divided by 3 family contacts or recruiters, yielding a ratio of 1 to 159.

It should be noted that the job title of recruiter was omitted from the form, which may have resulted in some undercounting in that position, where they were not included with family contacts.

Interpretation:

- a. The total migrant funded staff F.T.E. (statewide) decreased by 5.6 from Summer, 1981, with most of the decrease occurring in total direct instructional staff F.T.E. The average F.T.E. per program by position has not changed substantially from Summer, 1981, however.
- b. The statewide ratio of direct instructional staff F.T.E. to number of children attending summer school was 1:10.5, with the high for any project being 1:21 and the low being 1:4. The median (the point at which half of the projects are higher and half are lower) was 1:11.5. This ratio has not changed from Summer, 1981. Among projects, it is clear that there is substantial variation in the staff F.T.E. to pupil ratios, probably relating to types of staffing patterns, geographic area covered, and student need.
- c. There is also wide variation with regard to family contact/recruiter to total identified children ratios. The statewide average was 1:178, with the high being 1:462 and a low of 1:14. The median (the point at which half of the projects are higher and half are lower) is 1:198. These ratios are very similar to Summer, 1981.

B. Volunteer Involvement

Table 16 presents the numbers of volunteers who participated in various activities in summer programs. They are grouped according to parents of migrant students, other adults from the community, and youth volunteers. Three programs reported no volunteer involvement in migrant program activities during the summer. It should be noted that most parents are working long hours during the summer and are not as available for volunteer activities.

TABLE 16
Summer Program Volunteers

Activities	Parents of Migrant Students	Other Adults	Youth Volunteers	Total
Assistance in Classroom	7	20	22	49
Assistance in Special Activities	29	64	13	106
Guest Speaker	4	15	0	19
Other				
Church Groups		20		20
Parent Night		6		6
Material Arts Demonstration		4		4
Total	40	129	35	204

C. Staff Development

Appendix D presents a listing of the numbers of staff development activities, hours of inservice, participants, and who conducted the inservice for both regular and summer terms of FY '82. In addition, there is an extensive analysis of the professional growth for educators of migrant children which took place during 1981-1982, as part of "Project 2210." This analysis, provided by Robert L. Mata of CoMERC, includes information from the CDE 120 forms, local "Project 2210" addendums, statewide Cadre meetings, and individual technical assistance provided by Robert.

D. Parental Involvement Activities

Although the State Plan for FY '82 was modified to place emphasis upon "parent input in planning, implementation, and evaluation, plus encouraging parent participation in education activities," the CDE 120 form reflects mainly parent advisory council activities. Therefore, Table 17 contains a summary of the activities reported by projects. On the left hand side of the table are summarized the number of events in the project area which included the various types of activities. Both the range of numbers of activities (from the project with the lowest to the highest) and the median number of events across projects are presented. On the right hand side of the table, the numbers of participants who took part in the activities are summarized, again by range and median.

As can be seen, all activities were about equally presented in the summer. Across the state there were 40 total sessions held for parents, with the total participation of 3,002 (this is a duplicated count). At the bottom of the table is information about total events held by projects again by range and median of number events and then range and median of number of participants. In comparison to Summer '81, there were less events (40 as compared to 45) and slightly less participants (3,002 as compared to 3,294).

TABLE 17

Summer Parent Activities

Activity	Number Of Events Which Included This Activity		Number Of Participants In These Activities	
	Range across Projects	Median across Projects	Range across Projects	Median across Projects
Program Planning	0-4	1	0-400	9.5
Program Operation	0-4	1	0-370	19
Program Evaluation	0-4	1	0-400	19
Increase Community Support	0-5	2	0-585	154.5
Description of Total Project Parent Involvement Effort ¹	1-5	3	5-601	198

¹ - These numbers are not a simple total of the four activities above, since some events included more than one activity.

E. Coordination and Dissemination Efforts

1. Support Services Coordination

Table 18 summarizes the numbers of students who received various support services from the projects in Summer '82. It should be noted that the numbers do indicate numbers of students, rather than number of services provided, and that some students may have in fact received more than one service of any particular type. Also, there may be duplication of students across the types of services if they received more than one type. Two projects did not report any support services. In comparison to Summer '81, students provided clothing were up 45% (905 in 1982/622 in 1981). The health services provided by the Migrant Health teams are described in Appendix C.

TABLE 18

Support Services Coordination Summer 1982

Type of Service	Number of Projects Providing Services	Total Number of Students Served	Range Across Projects	Median Number for Projects
Medical, Dental, Nutrition Education	Services provided by Health Team (See Appendix B)			
Clothing	12	905	0-200	47.5
Food ¹	9	1275	0-266	79.5
Transportation ¹	10	1783	0-450	141.0
Other ²	3	165		
¹ - May include both some regular lunch and bus efforts and some other services. However, it should be noted that all projects except NCEBOCS provided food service and transportation for children attending summer school. ² - Includes referral for legal, social service and immigration assistance; coordination with community groups to provide household items and financial assistance; and miscellaneous.				

2. Coordination with Service Agencies

In addition to providing the direct support services indicated in the previous section, local programs coordinated with a variety of state and local agencies in order to assure that a broad range of services were available to not only migrant students but also migrant families. Many of the services involved coordinating referral of a family for assistance, providing transportation in order to obtain services, and assistance from the agencies in identifying newly arrived families. Table 19 presents the number of programs that coordinated with each agency/organization, followed by the percent of programs which coordinated with that agency. It should be noted that the method of gathering this data does not allow analysis of frequency of contact or quality of the coordinating relationship. However, numbers of projects coordinating with each agency showed a marked increase from Summer, 1981.

TABLE 19

Summer: Coordination with Other Agencies

	1982	1981
<u>State Agencies</u>	14 (100%)	(100%)
Department of Health	13 (93%)	(100%)
Department of Social Services	13 (93%)	(93%)
Employment Services	9 (64%)	(57%)
CETA	2 (14%)	*
<u>Local Organizations</u>	14 (100%)	(100%)
Churches	12 (86%)	(64%)
Hospitals/Clinics	14 (100%)	(92%)
Day Care Centers	8 (57%)	(43%)
Other	3 (21%)	*
<u>Other Agencies</u>	13 (93%)	*
Colorado Migrant Council	12 (86%)	(78%)
Legal Aid	7 (50%)	(21%)
Salvation Army	4 (29%)	(36%)
Headstart	9 (64%)	(64%)
Other	3 (21%)	(43%)

* Not reported in 1981

3. Dissemination Techniques

Table 20 presents the number of programs using various techniques to disseminate information about their program, followed by the percent of programs using each technique. The techniques of newspaper and radio decreased from 1981, while there was an increased use of TV and other approaches. The method of gathering this data does not allow any analysis of the effectiveness in reaching the intended audiences or desired goals.

TABLE 20
Dissemination Techniques

<u>Techniques</u>	1982		1981
	14	(100%)	(100%)
Newsletters	9	(64%)	(64%)
Local Newspaper	11	(79%)	(93%)
School Newspaper	1	(7%)	(14%)
Brochures/Leaflets/Posters	13	(93%)	(93%)
Radio	6	(43%)	(57%)
Local TV	5	(36%)	(7%)
Other (Notes/letters to parents, summer yearbook to families, personal contacts, and presentations to local organizations)	4	(29%)	(7%)

F. Student Test Outcomes - Reading and Math

In an attempt to make some determination of achievement gains of the migrant children receiving educational services in Colorado, an evaluation design was developed during Spring, 1980. Due to the short time period in the summer (4-8 weeks), the design calls for criterion-referenced testing. Since this type of testing is most useful to instruction when it is tied to the curriculum being used, each project was encouraged to select a criterion-referenced test which fit their program. Within the evaluation design, the criterion-referenced testing allows for a very rough measure of achievement, solely for the purpose of gaining some measure of the progress made by the children during the summer. The nature of the definition of the objectives on which testing is based prevents comparison of results across students or projects around the state. Within a project, however, it may be possible to see trends from one summer to the next at the same grade level if the same test is used. The data are presented here in an effort to assist projects in seeing what other kinds of tests are used around the state, and what kind of result those projects are achieving.

1. Criterion-Referenced Testing Results - Reading and Math

Since the new evaluation model was designed in mid-1980, it is nearly fully implemented around the state. Twelve of the fourteen projects reported reading results, while thirteen reported on math. Table 21 presents the results that were received in reading and Table 22 presents the results received for math. The situations which prevented reporting results are indicated in the tables.

2. Interpretation of Criterion-Referenced Testing

As was indicated before, the criterion-referenced testing results can NOT be used for comparisons across projects or tests. However, a rough analysis of Tables 21 and 22 indicates that it takes anywhere from 1.5 to 19 days of instruction to master one reading or math objective. The median number of days was 7.1 for reading and 7.6 days for math. These compare to 8.3 days for reading and 9.7 days for math in Summer, 1981. Mastery is used in this sense only to indicate that the child could not pass a test on the objective prior to instruction and was able to pass such a test after instruction.

Although project personnel indicate that this form of testing does involve more teacher/tutor time, most projects having used the criterion-referenced testing indicated a desire to continue. In addition, some projects have used a diagnostician in the summer to do initial screening, assessment by objectives, and even prescription of work needed on objectives. This has seemed to be both a time-saving approach and appreciated by the teachers. Another use which project personnel has made of the criterion-referenced results is in cross-referencing to the MSRTS Skills Information System in order to facilitate reporting when children leave the district.

TABLE 21
Summer Term Criterion Referenced Testing Results
READING

Summer Program	Tests Used	Number of Students (Total = 973)	Average Days Present	Average Days Recvg. Crit. Refer. Instruction	Total Number of Objectives Mastered	Avg. No. of Days Instruc. to Master One Objective
Arkansas Valley BOCES	BIP Reading	135	35	30	496	8.2
Brighton 27-J	Harper & Row	71	21	21 ^a	165	9.0
East Central BOCES	Bakersfield	34 ^b	27	14 ^c	137	3.4
Mesa 51	Did not do criterion-referenced testing.					
Northern Colo. BOCES	Brigance	9	20	19	20	8.4
Poudre R-1	Brigance	84 ^d	29	27	407	5.5
St. Vrain	Brigance	206	25	25 ^a	1648	3.1
San Luis Valley BOCES	Brigance	137	28	23	540	5.8
South Central BOCES	District # 60 Crit.-Refer.	68	35	28	296	6.4
Southeastern BOCES	Brigance	69	33	30	251	8.3
S. Platte Valley BOCES	BIP	75	27	25	1217	1.5
Valley Re-1	Rand McNally (2-8), Lippincott	30	19	17	66	7.8
Weld BOCES	Teacher selected processes-- not reportable.					
West Central BOCES	Brigance	55	30	30 ^a	83	19.6

a - All school days are considered instructional.

b - Does not include kindergarten children.

c - Represents days during testing period (which was shorter than the school period).

d - Represents K-6. Teens were tested with the WRAT--no objectives data available.

TABLE 22

Summer Term Criterion Referenced Testing Results

MATH

Summer Program	Tests Used	Number of Students (Total = 1087)	Average Days Present	Average Days Recvg. Crit. Refer. Instruction	Total Number of Objectives Mastered	Avg. No. of Days Instruc. to Master One Objective
Arkansas Valley BOCES	BIP Math	179	35	30	628	8.6
Brighton 27-J	Addison Wesley, Tchr. & Steck-Vaughn	71	21	21 ^a	1491	10.5
East Central BOCES	Bakersfield	30 ^b	27	14 ^c	103	4.0
Mesa 51	Did not do criterion-referenced testing.					
Northern Colo. BOCES	Brigance	5	19	18	5	18.0
Poudre R-1	Brigance	84 ^d	29	27	328 ^e	6.8
St. Vrain	Brigance	206	25	25 ^a	2060	2.5
San Luis Valley BOCES	Brigance	145	25	21	432	7.0
South Central BOCES	Scott Foresman Crit.-Refer.	67	35	24	203	8.0
Southeastern BOCES	Brigance	76	33	29	314	7.1
S. Platte Valley BOCES	Piramid	75	27	25	1195	1.6
Valley Re-1	Key Math and Teacher Made	26	20	19	60	8.4
Weld BOCES	Key Math	68	25	25	221 ^e	7.6
West Central BOCES	Brigance	55	30	30 ^a	116	14.0

a - All school days are considered instructional.

b - Does not include kindergarten children.

c - Represents days during testing period (which was shorter than the school period).

d - Represents K-6. Teens were tested with the WRAT--no objectives data available.

e - Reflects items, not whole objectives.

G. Secondary Program Efforts (Including Credit Exchange/Accrual)

1. Background

Although services to secondary students have been emphasized from CDE over the past few years, greater attention was placed on those services for Summer, 1982. Three sessions were held for directors/counselors (in March, April and June) which included: guidelines from Mr. Jesus Vela of the Texas Secondary Credit Exchange Program; sharing by projects previously involved in secondary programs; and orientation to counselors by Sylvia Urby from Texas.

A May memo from CDE outlined the names, assigned areas and expected activities of the 3 Texas counselors participating in the exchange program. Finally, a survey of MSRTS provided names of children expected to arrive in each area from Texas and pre-enrollments were received from Texas. Pre-enrollments were received on 111 students, of which 18 were enrolled in Colorado and 93 were not (either because they did not arrive or were not identified).

2. Colorado Activities During Summer, 1982

Table 23 summarizes the activities reported for older students in 11 of the 14 projects during the summer. A comparison with FY '81 reveals increases in the numbers of students involved in career education or academic instruction and a decrease in the work study area. It should be noted that the career education, vocational, work-study and "other" activities were all provided during the daytime program. Approaches included integration with basic skills instruction, provision of field trips to local businesses, individualized sessions with counselors, and work experiences in the school setting.

TABLE 23

Summer Program Offerings for Older Migrant Students
and Comparison With FY '81

Program Offerings	Number of Projects ¹ Involved		Number of Students		Range of Students' Ages	
	FY '82	FY '81	FY '82	FY '81	FY '82	FY '81
Career Education (exploring aptitudes, interests, and career options)	8	8	139	97	10-18	12-19
Vocational Training (developing vocational skills and/or on-the- job experience)	2	4	28	26	13-17	12-19
Work Study Program	1	5	10	75	15-17	13-19
Academic Instruction/ High School Credit ^{2,3}	7*	3*	230	103	12-20	13-20
Counseling ³	1	0	8	0	15-19	-
Other: Nutrition/Crafts/ Swimming ³	1	1	33	9	12-18	12-16

¹ - ECBOCES, Mesa 51 and NCEBOCS did not have program offerings for older students.
² - See Table 24 for further information.
³ - These categories were not listed on the COE 120. Projects wrote them in and, therefore, the data is incomplete.
* The 3 projects in FY '81 were all night programs, whereas the 7 in FY '82 represent 4 night and 3 day programs.

Since the CDE 120 form was not designed to gather information on credit-related efforts, a separate survey of directors was conducted. The results are presented in Table 24.

TABLE 24
Credit-Related Efforts During Summer, 1982

Type of Credit	Number of Projects Involved	Number of Students Receiving Credit
District Credit	7	34
Interstate Credit ¹	5	20 (Texas) 2 (Florida)
¹ -Confirmation has been received on only 4 students.		

The approaches used by the projects in working toward credit included:

- having counselors available to work with the children (6 projects)
- providing direct instruction by migrant-education-paid personnel in subject areas such as English, Reading, Writing, Math, Social Studies, History, and Science (7 projects)
- coordinating courses offered for individual children with the district's curriculum (7 projects)
- providing tutoring assistance to students enrolled in regular district summer programs (2 projects)
- providing tuition costs for students enrolled in regular district summer programs (2 projects)
- providing progress reports, testing and recommendations to the classroom teacher on junior high children who needed to make up work (3 projects)
- although not for credit, providing English as a Second Language instruction in the evening (in one case, at the camp) (5 projects)

At the September 1982 Quarterly Director's Meeting an opportunity was provided for directors of 4 projects to describe and evaluate their effort to other directors. In this meeting it became clear that the following areas were of major concern:

1. coordination with local districts to grant credits formally,
2. determining the exact coursework needed by active children,
3. training/orientation of the project counselor to be able to work with credit exchange/accrual issues,
4. lack of coordination with Texas districts regarding their expectations and follow-up,
5. uncertainty as to how to evaluate student achievement in these programs.

3. Texas Exchange Program

In order to obtain information that could be useful in improving the exchange program with Texas, directors in the 11 areas which had secondary programs were polled. The results of their ratings are presented in Table 25.

TABLE 25

Project Director Ratings/Comments of Texas Counselor Exchange Program

Area Rated	Rating Scale				"Too Available"
	Good	Limited	Poor		
Availability of Texas Counselor Assigned to the Area	6	2	2		1
Usefulness of the Texas Counselor's Services/Involvement	3	2	6*		
*2 projects indicated they did not have children from Texas and so had no need for the counselor.					

The comments/recommendations which the 11 directors had were as follows:

1. A clearer understanding of the role and activities of the counselors needs to be agreed upon by CDE, directors and the counselors prior to initiating the visits.
2. The counselors who do come from Texas need to have done more preparation so that they can assist in:
 - a) providing referral information on children coming to Colorado from Texas districts,
 - b) explaining Texas district requirements, and
 - c) completing necessary forms for credit exchange.
3. The process and forms for exchange of credit to Texas need to be more fully explained ahead of time--so that services can be planned accordingly.
4. To be useful, counselors should spend more than 1-2 days at a site.

H. Other Exceptional Approaches, Practices and Ideas from Summer Projects

In preparing the summary of all of the data which has preceded, it has become clear that such data do not fully represent what projects are accomplishing. One of the major gaps is in description of what occurs in the implementation of a program (administratively, instructionally, and in the supportive services). Thus, this section is an attempt to highlight some of the things which projects are undertaking which seem to be contributing to the success of their project. Note that there were not criteria set up for inclusion or exclusion of items, they were strictly a result of discussions that the preparer had with project personnel during the preparation of the report.

AVBOCES - Although it started out slowly, the evening secondary program ended up serving 40 students (ages 14 to 19) and obtained high school credit for 9 of these. This was primarily due to an intensive recruiting effort involving the program coordinator going to the homes to explain the purpose to the parents. During the day program, a diagnostician coordinated all of the assessment, reducing the burden on the classroom teacher. Further, recruiters made an intensive effort to follow-up students who were not attending.

Brighton - Close coordination occurred between the district curriculum and the secondary evening program, facilitating students receiving credit. Since ELPA funds were available through June 30, tutors were paid with those funds for language tutoring of 45 students during the beginning of the summer.

ECBOCES - A BOCES speech therapist was available to do individual testing on language proficiency and consultation with teachers on language problems. Other specialized personnel and excellent materials were also used from the BOCES.

Mesa 51 - As staff picked up their checks at the end of the year, they were asked to assess the summer and provide suggestions for next year's program. Pictures of migrant children doing various activities were used on posters to advertise the summer school. CETA aides were used in both classroom and kitchen assistance roles. Parent involvement was greatly increased through good rapport between the recruiter and parents. Mesa 51 also runs a pre-school program which served 59 students ages 0-4.

NCEBOCS - This summer program is unique in that all instruction is provided by 1 tutor who teaches in the apartments of the families, right at the poultry farm. The tutor instructed 13 children, ranging in age from 4 through 13. Creative individualization of instruction was necessary in order to cover this diversity of levels. All children were assessed using the Brigance and then instruction was geared to the needs shown. In addition, 3 pre-school students mastered a total of 8 objectives in readiness areas over a total of 38 FTE days of instruction. The older children were provided with community materials and awareness of issues,

plus support for some difficult situations that they face in the community. The younger children were aided in the areas of self-confidence, overcoming shyness, and developing oral language. Finally, the tutor provided community experiences (including attending Sesame Street Live, a Denver Bears game, and a play through the Artreach program). These were experiences which the children had not previously had and served to promote further awareness of the community and increased oral language development.

Poudre - Credit accrual within district and credit exchange with Texas were both pursued intensively, with credit being achieved for possibly up to 12 students. Staffing was supplemented with a full-time university student who was doing field experience, and assisted the various teachers in the classroom. A Summer Year book was prepared by the fifth and sixth grade children, which describes the activities, personnel and classrooms of the day program. The year book effort was supervised by the fifth and sixth grade tutor and was then disseminated to families. Cross-grade reading groups were developed at the K-3 levels, in order to place children according to their needs. This was facilitated by the project's resource teacher. School visitation by key district administrators was very beneficial to program visibility.

St. Vrain - Involvement of staff in planning and problem-solving began in May, continued during a session at the Institute, and carried throughout the summer. This provided on-going input to the director in terms of program improvement. Staffing was supplemented through CETA employees who performed clerical, classroom, bus and kitchen aiding duties. Twenty-three secondary students were involved in obtaining high school credit, through the district's regular summer program, while 9 students were served with tutoring in the home at night. All resource materials were moved onto the day program site, which facilitated their use. Including a person with speech therapy training facilitated the initial testing and follow-up consulting with teachers on speech and language problems of the children.

SLVBOCES - Eighteen secondary students were involved in career education and vocational training opportunities. Staffing was supplemented through a full-time teacher aide from the Adolescent Center in Alamosa.

SCBOCES - This program was clearly exceptional in both its data-gathering and self-analysis for program improvement. The CDE 120 report form reflects total commitment to identifying and determining solutions to problems that

arose during the summer. It is also obvious that there was extensive staff input in the whole process, reflecting strong commitment to the program. Further, specific practices were noted which had not seemed to be common in migrant summer programs in the past. For example, the paid staff was supplemented by 8 manpower students who assisted in transportation, health, classroom, and kitchen aiding. In addition, two Foster Grandparent aides were available to work with the children. Personal counseling was provided to 8 secondary students who were attending summer high school in 2 local districts. Other assistance was provided to the students in the way of tuition, transportation, credit coordination, and tutoring as needed. Other program strengths in the areas of resources, organization, staff, testing/record-keeping, parental involvement, involvement of district personnel, and other kinds of activities are too numerous to mention, but are well presented in the self-analysis portion of the report form and in the attached copy of the newspaper article written about the program in August.

- SEBOCES - As in many of the summer programs, the staff was highly involved in problem-identification and problem-solving, culminating in an end-of-summer group discussion about priorities, future of program, and other issues. Special efforts were made in the area of nutrition and crafts with secondary students, in addition to career education and coordinating high school credit for 3 students. Parents were quite involved during the summer in reviewing the summer program.
- SPVBOCES - Having a Resource Center Facilitator on staff full-time resulted in staff members feeling that resources were both very accessible and very useful. As in previous years, CETA personnel were used as bus, classroom, and kitchen aides. Students in the far eastern counties were served in their homes by an itinerant certified teacher. She worked with 18 students in language, reading, and math.
- Valley - Since the program's length did not enable staff (except the principal) to attend the Institute, extensive inservice and coordination efforts were undertaken beginning in April and lasting through June. Parents, as well as staff, were involved in assessing the summer program and providing input for improvement.
- Weld BOCES - An evaluator was hired on an hourly basis (approximately 1/4 time), which greatly facilitated data-gathering and reporting processes. A staff evaluation procedure, which included the director, coordinator, and both principals, was coordinated by the evaluator. Further, an attempt was made to determine continued effect in the area of language proficiency for students who were available for testing in Fall, 1981, Spring, 1982, and July, 1982. This whole approach has seemed to save substantial instructional

staff time and therefore, is quite cost-effective.

WCBoces - The program staff was supplemented by a full-time CETA aide for the kindergarten. Coordination took place with the adult education and summer Chapter 1 programs for 2 children. Cohesiveness of the staff were very evident at the Institute and continuing on through the summer. Individual psychological assessment was used to identify learning problems with some students. Parent attendance at activities and involvement in advisory group was exceptional. Visitation by one of the BOCES superintendents at classes and at the Olympics was evidence of increased support.

As with the regular year evaluation, this list reflects the emphasis in statewide evaluation on the administration, support services, and evaluation areas. The instructional program is neither well-described by LEAs nor well-evaluated. The creative self-description and self-analysis undertaken by SCBOCES and reported in their CDE 120 report form is admirable. It would seem beneficial to encourage other projects to undertake this type of effort. The self-analysis that was undertaken by projects is summarized in the next section.

I. Self-Analysis By Local Project Personnel

The self-analysis reported on the CDE 120 included two types of information. First, the project was asked to assess the success of their program in achieving each of the program-level objectives. Indications from project directors are that most of these assessments were a product of either group or individual consultation with staff (only three projects indicated that these assessments were made primarily by the director and/or administrative staff). The results of these assessments are presented in Table 26 (see next page), with the statewide average for each objective appearing at the far right. For most objectives, self-assessments are not substantially different from FY '81. In FY '82 the highest ratings were given to Identification and Recruitment (I & R), Dental/Medical services, and Physical Education, while the lowest was in parental involvement.

TABLE 26

Project Self-Assessment of Success in Achieving Objectives*
Summer 1982

Program Objectives	Very Success- ful			Very Unsuc- cessful			Blank	Average
	5	4	3	2	1			
1. Improve migrant students' reading skills	3	8	2				1	4.1
2. Improve migrant students' math skills	3	10					1	4.2
3. Improve limited or non-English speaking migrant students' proficiency in English	5	6	2				1	4.2
4. Enrich migrant students' awareness of their own and other cultures	2	4	7				1	3.6
5. Improve migrant students' self-concept and social skills	4	7	2				1	4.2
6. Identify and enroll all eligible migrant children	9	4					1	4.7
7. Provide adequate dental and medical services to migrant students	10	2	1				1	4.7
8. Provide adequate support services (other than dental and medical)	7	3	3				1	4.3
9. Obtain a high level of parent involvement in program planning and implementation	3	3	5	2			1	3.5
10. Improve migrant students' career awareness and vocational skills	2	4	5	1			2	3.6
11. Provide adequate opportunities for migrant students' creative expression through music, art, and crafts	6	6	1				1	4.3
12. Provide migrant students with adequate opportunities for activities in physical education	8	5					1	4.6
13. Improve migrant students' achievement in science, social studies, and other academic subjects	3	7	2	1			1	3.9
* Ratings reflect 13 projects (not including NCEBOCS).								

The second aspect of the self-analysis was for the project to comment on areas of strength and areas needing improvement within seven major programmatic headings. Again, these comments reflect total staff input in eleven of the fourteen summer projects. The summary is provided below of the major comments under each area, along with the number of projects making the comment:

Availability of Resources

Number of Projects

Strengths

Materials	(9)
Facilities	(10)
Specialized personnel	(3)
Adequate personnel	(4)
Resource personnel (BOCES, CoMERC Institute, Community and District, Ft. Carson, Boy Scout Ranch and students)	(3)
Excellent use of district personnel	(1)
Preparation of assessment material and use of diagnostician	(1)

Areas Needing Improvement

Materials	(5)
More Spanish RIF purchases	(1)
Better reading program	(1)
More P.E. equipment	(1)
Inservice on materials	(1)
CoMERC more available	(1)
Better facilities	(4)
Noise level too high	(1)
Use of science labs	(1)
Funding for more staff	(1)
Correlating revolving personnel with weekly team meetings	(1)
Bus drivers need to be part of discipline assembly	(1)
Phone availability/privacy	(1)

Program's Internal Organization

Strengths

Excellent director/principal/coordinator (works well with staff)	(7)
Support staff friendly/helpful	(1)
Availability of principal	(1)
High morale	(1)
Utilized staff experience	(4)
Systems development complete	(1)
Planning time/scheduling/organization (team teaching)	(6)
Split first and second grades	(1)
Students in reading level (not grade level) reading groups in K-3	(1)
Excellent school climate	(1)
Written bulletins for staff communication	(1)
Excellent motivational planning for students	(1)

Program's Internal Organization

Number of Projects

Areas Needing Improvement

Better communication with support services/improved health team personnel	(3)
Teacher/pupil ratio	(1)
More flexible staffing pattern	(1)
Projections more accurate	(1)
Low enrollment	(1)
More specific communication regarding finances	(1)
Facility where all program activities take place	(1)
More definite curriculum	(1)
Kindergarten curriculum and organization	(1)
Affective education in improving self concept/image	(1)
More time for ESL/Communication	(1)
Don't pull students out of academic studies for medical exams	(1)
P.E. program	(1)
More planning/recording time	(1)
Cut down paperwork	(1)
Instructional staff need free lunches (for supervising)	(1)

Program Staff

Strengths

Enthusiastic/dedicated/qualified staff	(6)
Teacher/aide instruction	(3)
Teacher-aide cooperation/contribution	(6)
Certified teachers	(1)
Bilingual/Multi-cultural staff	(2)
Separate ESL classroom teacher	(1)
Well balanced staff	(1)
Excellent head teacher	(1)
Support from Program Director	(1)
Availability of staff for extra duties	(1)
Familiar with/concerned about students' welfare	(2)
Teaching to specific objectives	(1)
Recruitment/enrollment of students	(1)
Liaison with Health Department/good health team	(2)
Support staff (secretaries, cooks, custodians) helpful/cooperative	(5)

Program StaffNumber of ProjectsAreas Needing Improvement

More bilingual teachers/aides	(7)
Higher salary to hire bilingual teachers	(1)
More creative, innovative, project-oriented teachers	(1)
Need counselor/special education consultant	(1)
Health team member more punctual/considerate	(1)
Custodial services	(2)
More kitchen help	(1)
More pre-planning	(2)
Need inservice on lesson planning	(1)
Paraprofessional training on techniques/strategies	(1)
Spent too much time reviewing student information during inservice	(1)
More staff meetings (including support personnel)	(2)
Structure program so teachers are more like regular classroom teachers (rather than departmentalized)	(1)
Teachers want to do own testing	(1)
Better discipline modes	(1)
More emphasis on academics and language activities	(1)

Testing and Record KeepingStrengths

Improved over last year	(3)
Accurate maintenance of test records and student files	(7)
Used Brigance--very useful, easy assessment tool	(3)
SIS gave objective instrument for evaluation	(1)
Ongoing and individualized evaluation/assessment	(2)
Use of educationally sound sampling techniques	(1)
Psychological testing to identify learning handicapped students	(1)
Use of evaluator	(1)
Team members accountable for record keeping	(1)
Knew exactly what was expected at end of program	(1)
Preparation of testing packets/profiles of student skill needs by diagnostician	(1)
Diagnostician did testing--freed teachers for instruction	(1)
Teacher/records clerk cooperation	(1)
Experienced records clerk	(1)
Principal's requirements benefitted students	(1)

Testing and Record KeepingNumber of ProjectsAreas Needing Improvement

Plan pre-post testing prior to start of school	(1)
Need evaluation of tests that can measure 38-day program design	(1)
Reading pre-post tests are weak	(1)
Common assessment instrument for math and reading	(1)
Test for Science and Career Education	(1)
Need testing geared to Spanish dominant child	(1)
Need secondary testing program	(1)
Needs to be completed quicker	(2)
Need more testing personnel at beginning	(1)
More staff training on use of tests	(2)
Individual student folders	(1)
CDE 145's need to be mailed immediately after completion	(1)
Too many record keeping requirements	(1)

Parental InvolvementStrengths

Active/exciting/productive/supportive parents	(6)
Parents pleased with program	(1)
Input to program planning	(2)
PAC attendance good as could be expected due to summer (working)	(1)
Recruiters follow-up with non-attending students	(1)
Good communication with parents	(3)
Staff cooperation in meeting needs of parents	(1)
Home visitations	(1)
Teacher/parent conferences (visited school)	(2)
Informed parents about survival and educational information	(1)
Family night	(4)

Areas Needing Improvement

More mixing/communication of staff and parents	(4)
Feedback to parent regarding child's activities	(1)
Encourage parents to become volunteers in classroom	(2)
More parents involved	(1)
Parents get copy of school rules and acceptable behavior	(1)
More activities	(1)
Family night presentations	(2)
Negative newspaper publicity ("Illegals Receiving Free Education")	(1)
Increase parents furnishing own transportation for family night	(1)

Involvement of Local School AdministratorsNumber of ProjectsStrengths

Good central administration involvement: supportive/ provide guidance and assistance/cooperation/awareness of program	(12)
School visitation by key administrators	(3)
Check in/out procedure (inventory and facilities) with principals	(1)
Use of facilities	(2)
Supervision of custodian consistent with previous expectations	(1)
District bus transportation	(1)
Help with kitchen supplies	(1)
Computer class given by district	(1)

Areas Needing Improvement

More complete check on facilities/materials	(1)
More classroom observation and direct involvement of instruction improvement	(2)
More cooperation with other districts involved in project	(1)
5-year referrals initiated earlier	(1)
More publicity in district and community	(1)

Student OutcomesStrengths

Consistent attendance	(1)
Semi-weekly field trips	(1)
High motivational activities	(1)
Funds for student incentives	(1)
Emphasis on academics with credit accrual and exchange	(1)

Areas Needing Improvement

Lack of information regarding secondary students' previous programs	(1)
Bulletin board for students	(1)

Community RelationsStrengths

Publicity	(1)
Cooperation with different agencies	(1)

Areas Needing Improvement

More public relations/involvement with service clubs	(2)
--	-----

MSRTS/I&RStrengths

MSRTS helpful	(1)
---------------	-----

Areas Needing Improvement

Old MSRTS information should be taken off	(1)
---	-----

CONCLUSIONS AND RECOMMENDATIONS

The best possible use of evaluation data such as is contained in this report is for it to guide present program revisions and future planning. To achieve this end, the contents of the report have been presented to statewide project staff and to two groups of parents as a preliminary step to their providing input into the FY '84 State Plan. Thus, the conclusions and recommendations listed represent a compilation of the points of view of the evaluator, CDE staff, CoMERC staff, LEA personnel, and parents.

1. Reporting and Recordkeeping

- a. Accuracy/completeness/quality of data are high--but can still be improved. Revisions of the CDE 120 and thorough guidelines are being developed by CDE and the evaluator.
- b. There are still some discrepancies in reporting of numbers of children to CDE on various reports, so the reasons for the differences and an analysis of possible duplication of reporting is needed.
- c. There appears to be a need for greater commitment to gathering, reporting and use of information on student academic outcomes.
- d. Documentation of professional development activities/approaches needs to be refined to allow clearer evaluation. This revision is currently being undertaken by CoMERC and LEA personnel.

2. Evaluation Design

- a. Assessment of language proficiency needs to be redefined or revised in order to be valid. Present reporting implies that proficiency is assessed in two languages--while this is not generally occurring.
- b. The present design does not provide for adequate evaluation of the efforts with secondary students.
- c. Reporting needs to include data which allows for evaluation of the level of effort and impact on all statewide objectives.
- d. In conjunction with the above recommendation and to more clearly present what is being done--greater description of programs and self-analysis is needed.

3. Implications for Planning

- a. Based on the standardized test results obtained--tutoring in math needs to be reexamined in many projects.
- b. Some of the wide variations in staffing ratios may need to be examined.
- c. Project directors seem to need better direction in many areas (e.g., secondary credit exchange/accrual) on the specifics of planning and implementing programs.
- d. Use of data for planning and program improvement needs to be increased in some projects and on a statewide basis (perhaps through a more timely schedule for gathering information).
- e. In light of present and future funding and rules/regulations changes--a comprehensive reanalysis of priorities, cost-effective strategies, and allocation of resources is indicated. Specifically, it might be beneficial to look at approaches to diagnosis and instruction which involve greater coordination with the classroom teacher and other district resources.
- f. If evaluation is to have a viable role in program improvement, the "questions" of interest need to be formulated along with the State Plan and then a strategy developed for gathering the answers. This strategy needs to include coordination among CDE-Migrant Unit personnel, the evaluator, and project staff; and greater efforts to tie together LEA self-analysis, CDE program review, and required documentation/reporting need to be made.

APPENDIX A

EVALUATION SUMMARY OF MSRTS FUNCTION
(Migrant Student Record Transfer System)

Prepared by

Richard Rangel, CDE Migrant Program

In 1979-1980, a system to increase better utilization of the Migrant Student Record Transfer System (MSRTS) was implemented, due to evidence gathered during the 1978-79 monitoring. It was evident during the monitoring of local projects that the batching of records during the enrollment and withdrawal periods by local projects slowed the turnaround time of all records and information from the schools to the Terminal Center and from the Terminal Center to the Computer Center in Little Rock, Arkansas.

The utilization of the phone and courier procedures were implemented statewide including the use of U.S. mail, united parcel service and the bus system (Greyhound and Continental Trailways) for the delivery of MSRTS data to the Terminal Center from the local projects statewide. All local projects were directed to utilize the transmittal system procedures implemented by the State Migrant Office which included a Recruiter/Records Clerk Checklist to be maintained by the local projects. The local Checklist was reviewed by the State staff during the monitoring process. This helped improve the enrollment, withdrawal process, and delivery of information and records to the local projects.

During the 1981-82 project year, the review of the local Checklist during the monitoring visits by the State staff showed improvement in the turnaround time of information and records. It was evident that, because of the procedures implemented statewide for better transmittal of the educational, medical records and the Skills Information System (SIS), the system showed marked improvement.

The enrollment, withdrawal process used by the local projects which included the transfer of educational data, the skills data (reading, math, etc.) and health data, showed improved turnaround time to the Terminal Center. The delivery of data was accomplished in one to two days to the Terminal Center and this in turn improved the turnaround time of MSRTS records from the Computer Center in Little Rock, Arkansas to the schools to a five to seven day average. The percentage of accuracy of transmittal of information by the Terminal Operators also increased from 95% to 98% according to the evaluation report submitted by Little Rock to the State Migrant Office.

APPENDIX B

Colorado Migrant Education
Resource Center
(CoMERC)
830 S. Lincoln, Longmont, CO 80501
651-2114

Excerpts from
1981-1982 EVALUATION REPORT

Prepared by
Mary Boynton

Submitted to
Colorado Department of Education
Migrant Education Unit

October, 1982

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CoMERC FY '82 OBJECTIVES

In order to attain the stated goal CoMERC has established the following objectives:

1. Assess the needs of personnel and projects that serve migrant children.
2. Improve the skills of personnel who serve migrant children through a comprehensive professional development project.
3. Provide technical assistance to meet the specific technical needs of personnel serving migrant children.
4. Communicate and coordinate with educational agencies whose services relate to meeting the educational needs of migrant children.
5. Augment the collection of instructional and professional resources at the Resource Center for use by personnel serving migrant children.
6. To review and analyze instructional and professional resources to determine relevancy and feasibility for use with migrant children.

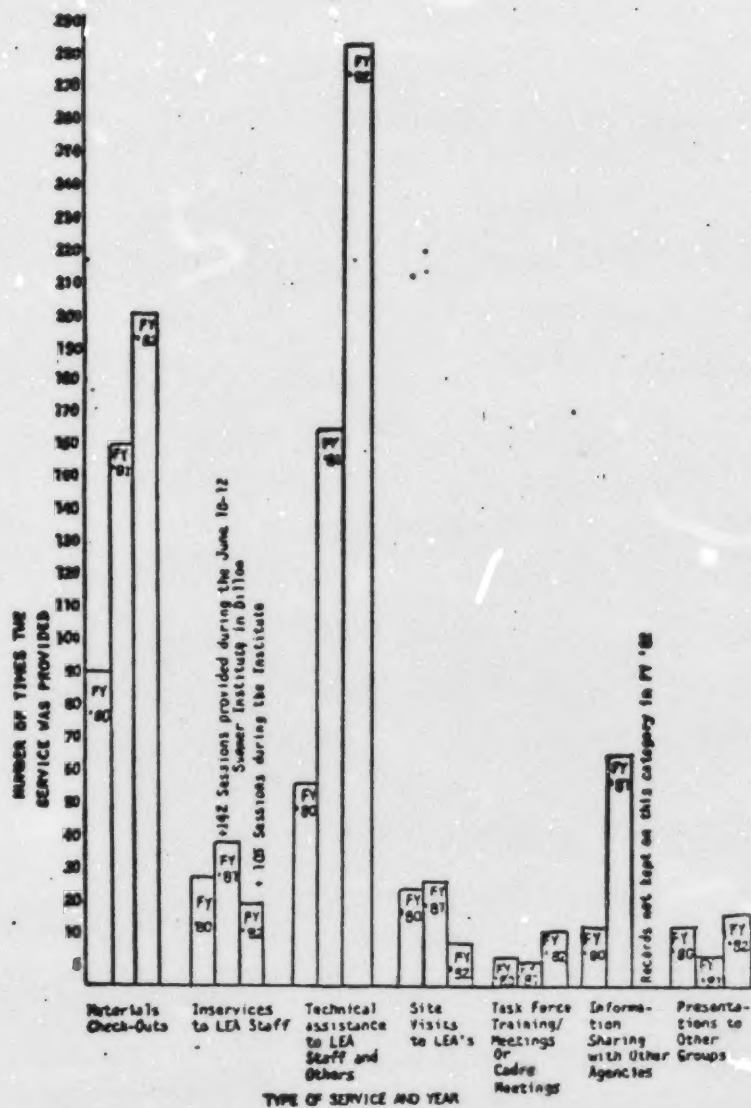
The following two objectives will benefit the local migrant programs indirectly:

1. To evaluate the impact of the Resource Center's services to personnel serving migrant children.
2. To participate in professional growth activities that will expand the knowledge and skills of Resource Center staff.

* At the 12/16/81 progress review with CDE, this objective was moved to the bottom section--reflecting it's status as indirectly benefitting LEA's.

SUMMARY OF SERVICES

The graph below represents a comparison among FY '80, FY '81, and FY '82 in major types of services provided. The next few pages present logs of the services provided and to whom.



CoMERC DIRECT SERVICES LOG FY '82

INSERVICES/PRESENTATIONS																							
Topic	Audience																						
	(CoMERC Consultant)	ADAMS 27-J (Brighton)	AVBOCES (La Junta)	BOULDER RE-2	ECBOCES (Burlington)	GREELEY 6	MESA 51 (Grand Junction)	ICEBOCS (Longmont)	POUDRE R-1 (Ft. Collins)	PROMERS Re-1 (Granada)	PROMERS Re-3 (Holly)	SCBOCES (Pueblo)	SEBOCES (Lamar)	SLVBOCES (Alamosa)	SPVBOCES (Ft. Morgan)	ST. VRAIN (Longmont)	VALLEY (Sterling)	WELD BOCES (La Salle)	WCBOCES (Montrose)	CDE	CoMERC	OTHER	
First Cadre Meeting 2210 Introduction/Change Agency/Coordinator Roles & Responsibilities (RM)		X		X		X		X	X				X	X	X	X		X	X	X			
Second Cadre Meeting Training for Trainers (RM) Reading is Fundamental (JS)		X	X	X	X	X	X	X	X		X	X	X	X	X	X				X	X		
Third Cadre Meeting Individualized Reading (RM, Strategies (JS,MB)		X	X	X	X		X	X	X		X		X	X	X	X				X	X		
Fourth Cadre Meeting 2210 Formative Evaluation Ideas/ FY '83 Planning/ RIF/Mastery Learning (RM,JS)		X	X	X	X			X	X				X	X	X	X					X		
2210 Cadre Planning and Networking for FY '83 (RM)				X		X			X			X	X	X	X	X			X	X			
Director's Meeting to re- view Local Objectives(RG,MB)		X		X		X		X	X				X			X					X		
Institute Feedback/Input (Director's Meeting) (MB)		X	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X			
Principals/Directors Orientation (Larry JS, RG) Mallo, McREL, and Agency Representatives)		X	X		X	X	X	X	X			X	X	X	X	X	X		X	X			
The Ad Hoc Committee Con- cept for CoMERC (Director's Meeting) (RG)		X	X	X	X		X	X	X		X	X	X	X	X	X		X	X	X			

INSERVICE/PRESENTATIONS																							
Topic	Audience (CoMERC Consultant)	ADAMS 27-J (Brighton)	AVBOCES (La Junta)	BOULDER RE-2	ECBOCES (Burlington)	GREELEY 6	MESA 51 (Grand Junction)	NCEBOCES (Longmont)	POUDRE R-1 (Ft. Collins)	PROMERS Re-1 (Granada)	PROMERS Re-3 (Holly)	SCBOCES (Pueblo)	SEBOCES (Lamar)	SLVBOCES (Alamosa)	SPVBOCES (Ft. Morgan)	ST. VRAIN (Longmont)	VALLEY (Sterling)	WELD BOCES (La Salle)	WCBOCES (Montrose)	CDE	CoMERC	OTHER	
Director's Meeting Pre- sentations																							
Interpretation of State- wide Evaluation Results																							
CoMERC Activity Log																							
Change in Evaluation																							
Reporting-Implementa- tion Guide																							
Affective Measures																							
Development Project (MB,RG)		X	X	X	X	X	X	X	X			X	X	X	X	X			X	X			
CoMERC Summer Institute (RG,JS, (see pages 19-22) MB,RM)		X	X	X	X	X		X	X			X	X	X	X	X	X	X	X	X			
Site Visits (MB,RM,JS)			X		X		X	X							X	X			X				
Reading is Fundamental (JS)			X										X	X								StatePAC	
Parent Training (RG)		X		X-2				X	X-2					X				X		X			
Parent Committee Presen- tation (RG)																						Bueno	
Parent Guide-Title I PAC Conference (RG)		X	X	X		X	X	X	X			X		X	X	X		X	X	X		Bueno CRLS CMHP	
Present and Facilitate Coalition of Agencies for Parent Involvement (RG)																						Various	
Parliamentary Procedures (RG)																						StatePAC	
Materials Selection Work- shop (JS)			X								X		X										
Understanding Project 2210 (RM)												X											
The Role of the Instruc- tional Aide (RM)			X																				

INSERVICES/PRESENTATIONS																						
Topic	Audience (CoMERC Consultants)	ADAMS 27-J (Brighton)	AYBOCES (La Junta)	BOULDER RE-2	ECBOCES (Burlington)	GREELEY 6	MESA 51 (Grand Junction)	HCBOCES (Longmont)	POUDRE R-1 (Ft. Collins)	PROWERS Re-1 (Granada)	PROWERS Re-3 (Holly)	SCBOCES (Pueblo)	SEBOCES (Lamar)	SLVBOCES (Alamosa)	SPVBOCES (Ft. Morgan)	ST. VRAIN (Longmont)	VALLEY (Sterling)	WELD BOCES (La Salle)	WCBOCES (Montrose)	CDE	CoMERC	OTHER
Cultural Awareness	(RM)										X	X										
Brigance (Institute)	(MB)		X					X	X					X		X			X			
Cultural Awareness (Institute)	(RM)		Institute Participants (From various projects)																			
Language Assessment Scales	(MB)																		X			
Self Concept Pilot Project	(MB)			X												X					W. States	Conf. CCIRA
How to Use CoMERC	(JS)	X																				
Migrant Education Panel- CABBE Conference :	(RG)																					Various
Teller School Presentation	(RG)																					Teller Elem.
Panel on Testing Practices in Special Programs	(MB)																					ACEE
LAU/SERC Migrant Presenta- tion	(RG)																					Various
HEP Graduation Presentation	(RG)																					LamarHEP
Understanding IV-C	(RM)																					Various
Training for Trainers - Follow-up (Cathy Wilsey, Adams 14)	(MB)																				X	
Group Facilitator Training	(MB)																				X	
TOTALS		13	14	14	9	9	8	14	15	0	6	10	13	14	12	15	2	6	13	14	2	15

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MATERIALS CHECK-OUT/PILOT/RIF		ADAMS 27-J (Brighton)	AVBOCES (La Junta)	BOULDER RE-2	ECBOCES (Burlington)	GREELEY 6	MESA 51 (Grand Junction)	NCEBOCES (Longmont)	POUDRE R-1 (Ft. Collins)	PROMERS Re-1 (Granada)	PROMERS Re-3 (Holly)	SCBOCES (Pueblo)	SEBOCES (Lamar)	SLVBOCES (Alamosa)	SPVBOCES (Ft. Morgan)	ST. VRAIN (Longmont)	VALLEY (Sterling)	WEID BOCES (La Salle)	WCBBOCES (Montrose)	CDE	CoMERC	OTHER
Type of Service	Recipient																					
Check-outs		X-7	X-11	X-10	X-2	X-2	X-3	X-13	X-19	X-1	X-3	X-12	X-19	X-5	X-5	X-26	X-1	X-14	X-19	X-5	X-2	X-16
Pilot Test Involvement				X								X			X			X	X			
RIF Distributions		X	X-2	X	X	X-2	X-2	X	X-2	X	X		X-2	X-2	X-2	X	X	X	X-2			
TECHNICAL ASSISTANCE																						
Topic	Recipient																					
Program Planning/Staff Assessment								X														
Summer Program Planning					X		X-2								X				X			
Program Handbook Assistance		X	X					X-2														
Job Interviewing								X														
2210-Individual Overview and Assistance		X	X	X-3	X	X		X	X		X-3	X	X	X	X	X	X	X	X			
The Role of the Recruiter			X													X						
Federal Rules and Reg.'s				X														X		X		StatePAC
Migrant Program Overview															X							HE?
CoMERC Services				X																		
Consultant Assistance (Resource)		X-2	X	X		X	X				X	X	X		X	X		X	X			
Mex.-Am. Educ. Issues					X						X		X									

TECHNICAL ASSISTANCE																						
Topic	Recipient	ADAMS 27-J (Brighton)	AVBOCES (La Junta)	BOULDER RE-2	ECBOCES (Burlington)	GREELEY 6	MESA 51 (Grand Junction)	NCBOCES (Longmont)	POUDRE R-1 (Ft. Collins)	PROWERS Re-1 (Granada)	PROWERS Re-3 (Holly)	SCBOCES (Pueblo)	SEBOCES (Lamar)	SLVBOCES (Alamosa)	SPVBOCES (Ft. Morgan)	ST. VRAIN (Longmont)	VALLEY (Sterling)	WELD BOCES (La Salle)	WCBOCES (Montrose)	CDE	COMERC	OTHER
Migrant Lifestyles																						Gladys Duarte
Undocumented Worker Issues				X																		
Cultural Holidays						X																
Child Assessment Referral Process				X				X-3								X			X-3			
Instructional Assistance							X					X	X									
ESL							X								X							
Social Studies									X						X							
Make and Take Construction												X-2										
Chip-Trading	X		X													X						
Distar Kit		X																				
Resource Center Development													X-2									
Library Procedures													X					X	X			
Materials Purchasing Procedure	X							X-2														
Materials Requesting Procedure									X					X								
Materials Organizing Procedure							X						X-2									
Materials Selection and Recommendation		X-2	X-2		X		X	X-2	X	X-3	X-5	X-2	X	X	X							X-7
Bilingual Materials Catalog List																					X	Rita Sinkovetch
Xerox Materials			X									X				X						

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TECHNICAL ASSISTANCE																							
Topic	Recipient	ADAMS 27-J (Brighton)	AVBOCES (La Junta)	BOULDER RE-2	ECBOCES (Burlington)	GREELEY 6	MESA 51 (Grand Junction)	NCEBOCS (Longmont)	POUDRE R-1 (Ft. Collins)	PROWERS Re-1 (Granada)	PROWERS Re-3 (Holly)	SCBOCES (Pueblo)	SEBOCES (Lamar)	SLVBOCES (Alamosa)	SPVBOCES (Ft. Morgan)	ST. VRAIN (Longmont)	VALLEY (Sterling)	WELD BOCES (La Salle)	WCBOCES (Montrose)	CDE	COMERC	OTHER	
Shipped "Oral Language Resource Guides" for CDE		X			X								X	X	X			X					PPBOCES NWBOCES NEBOCES CoSpring DPS (2) Moffatt County Sheridan
Parent Training				X-5				X															
Parent Rights				X-2				X															
Evaluation Design		X						X							X								
Evaluation Summary/Interpretation		X				X																	
Evaluation Reporting			X	X		X		X-6										X-2	X				
Criterion Referenced Tests		X		X				X	X-2												X		
Spanish Language Assessment															X	X							
Research Procedures						X																	CRLS NCEBOCS staff
Bilingual Diagnostic Resources		X	X	X	X	X	X	X	X-3	X	X	X	X	X	X-2	X	X	X	X-2	X-2			Jackie Henson, BVPS WCCCF
Language Assessment Help																		X-2	X	X-2			
Peabody Picture Vocabulary Test																X							
IDEA Proficiency Test			X													X							

TECHNICAL ASSISTANCE																						
Topic	Recipient	ADAMS 27-J (Brighton)	AVBOCES (La Junta)	BOULDER RE-2	ECBOCES (Burlington)	GREELEY 6	MESA 51 (Grand Junction)	NCEBOCS (Longmont)	POUDRE R-1 (Ft. Collins)	PROWERS Re-1 (Granada)	PROWERS Re-3 (Holly)	SCBOCES (Pueblo)	SEBOCES (Lamar)	SLVBOCES (Alamosa)	SPVBOCES (Ft. Morgan)	ST. VRAIN (Longmont)	VALLEY (Sterling)	WELD BOCES (La Salle)	WCBOCES (Montrose)	CDE	CoMERC	OTHER
Language Assessment Battery		X										X	X							X		
Bilingual Syntax Measures																						Jeffco
Spanish Reading Comprehension Test									X													
Boehm Test of Basic Concepts																X						
C.T.B.S.									X													
Key Math									X						X			X				
Structure of the Intellect Test																					X	
Self-Concept Strategies/ Measures				X-3												X						
Normal Curve Equivalence Interpretation																						Sopris West
Institute Credit		X	X	X										X		X		X	X			
Computer Services														X	X							
Translation Services								X														
Pen-Pal Effort									X													
Poster Pictures							X															
TRI Article on Migrant Ed																						McREL
Technical Assistance to CDE Units, Other State Agencies, Interstate Agencies, In- dividuals																						X-41
TOTALS		13	11	26	5	8	8	23	14	2	9	13	14	7	14	14	2	12	12	7	2	67

CoMERC 1982 INSTITUTE
SESSIONS BY STRAND AREAS

<u>STRAND</u>	<u>C*</u>	<u>SESSION TITLE</u>	<u>CONSULTANT</u>
ESL	•	Attribute Cards - Make and Take	Casey, Barbara
	•	Fun and Games with English	Scott, Penny
	•	H.I.L.T. (High Intensity Language Training)(Parts 1 & 2)	Ross, Sandy
	•	Informal Language Assessment in ESL	Garcia, Phyllis
	•	Language Experience Approach for Extended Concept Development in Older Students	Frant, Anita
	•	Overview of ESL - Theories, Practices, Materials (Parts 1 & 2)	Garcia, Phyllis
	•	Using Attribute Cards To Teach English as a Second Language	Casey, Barbara
	•	Using Message Design To Organize Thoughts and Write Composition	Casey, Barbara
READING	•	A Personal Approach To Diagnosis and Prescription	Ackerman, Kathy
	•	Creative Techniques for the Design and Construction of Instructional Materials for Students with Special Needs	Nelson, Carolyn Spearman Nelson, Cheryl R.
	•	Exciting Children About Reading	Gore, Jean
	•	Language Experience Approach to Teaching Reading: Techniques and Materials	Ratliff, Anita Garcia, Phyllis
	•	Spanish Reading Make and Take	
	•	Various Approaches to Setting Up A Reading Program in Summer Migrant School, Gr. 3-8	Hoffman, John
	•	Why Teach Reading in Spanish and How to Do It	Garcia, Phyllis
SOCIAL STUDIES	+	Social Studies For Summer Migrant Programs	Clarke, Phyllis Gonzales, Richard Swanson, Terri
	+	Social Studies Practicum	Clarke, Phyllis Gonzales, Richard Swanson, Terri
	+	Social Studies Make and Take	Clarke, Phyllis Gonzales, Richard Swanson, Terri
	+	Social Studies Share Session	Clarke, Phyllis Gonzales, Richard Swanson, Terri
	•	Cultural Awareness: The Migrant Lifestyle	Mata, Robert
	#	Peace Education With Young Children	Jacobson, Jean

CoMERC 1982 INSTITUTE
SESSIONS BY STRAND AREAS

<u>STRAND</u>	<u>C*</u>	<u>SESSION TITLE</u>	<u>CONSULTANT</u>
MATH/SCIENCE	#	Color and Reflections	Botts, Betty
	#	Energy From The Sun	Colton, Ronald
	#	Explorations/Changes	Jacobson, Jean
	#	Integration of Nutrition and Dental Health into Elementary Science Curriculum	Sandau, Debra
	#	Problem-Solving (Math)	Botts, Betty
	#	Science and Math in Nature	Botts, Betty
	#	Science and the Consumer	Colton, Ronald
	#	Sound	Botts, Betty
	#	Sunshine and Shadow	Colton, Ronald
	#	Sunshine, Plants, Food and Calories	Colton, Ronald
MISCELLANEOUS	@	Behavior Management: A Ten-Step Proedure Based on Reality Therapy	Spiegle, Richard
	@	Brigance Inventories (E/S)	Boynton, Mary
	#	Building Curriculum From Children's Interests	Jacobson, Jean
	#	Creating a Classroom Environment	Jacobson, Jean
	@	Developing Thinking Skills Through the "Class Meeting" Approach (Parts 1 & 2)	Spiegle, Richard
	@	Language Difference or Learning Problems	Perez, Frank
	@	Learning Centers: Ideas for Materials and Management Techniques	Wilson, Jennie
	@	MSRTS/SIS For New Teachers	Ratliff, Anita
	@	Protecting Migrant Student Health (Includes First-Aid)	Rangel, Richard
	@	Ready? Go! (First-Day Techniques)	Herrera, Chris
	@	Motivating the Reluctant Learner	Palmer-Willis, Harriet
	@	Realistic Expectations for Language Minority Children	Trujillo, Pat
	@	Who Was Joan Seguin? (Materials Adaptation/Use)	Young, Carolyn
	@	Classroom Teaming Strategies	Vongthieres, Siri
			Vongthieres, Siri
			Wilson, Jennie
			Mata, Kathleen

C* - Resource Center Contact Person

- Richard Garcia @ - Mary Boynton
 ° - Juanita Segura + - Robert Mata

EVALUATION FEEDBACK

Comments and reactions to individual sessions were obtained and used in revising for later presentations. All comments received are on file at CoMERC. Feedback from the 1982 Summer Institute was compiled into a Summary which was disseminated to CDE, LEA's and consultants in August.

CoMERC impact and the reaction to various services was gained through an Ad Hoc committee which met July 2, 1982. In addition, input was received through mail and phone contact. The results are summarized on the following seven pages.

AD HOC MEETING
JULY 2, 1982

On July 2, 1982 the following people came to a meeting at CoMERC to discuss their needs and priorities. Persons present were:

<u>NAME</u>	<u>PROJECT</u>	<u>INPUT INCLUDED FROM MAIL-IN:</u>
Bernie Martinez	Weld BOCES	
Jo Deller	St. Vrain	
Bob Mata	CoMERC	Mary Pilkington WCBOCES
Jon Thomass	Weld BOCES	Rudy Sabedra SCBOCES
Bill Vincze (+ M.M.M.)	SPVBOCES	Tom Arellano SLVBOCES
Phil Gore	East Central BOCES	Jo Leach Boulder
Juanita Segura	CoMERC	
Peg Leshner	CDE	
Mary Boynton	CoMERC	
Ernie Romero	Ft. Collins	
Glenice Bosley	Ft. Collins	
Richard Garcia	CoMERC	
Praxcedes Martinez	Adams 27-J	
José Moran	NCEBOCS	
Vel Massé	CoMERC	

CALLS:

Carl Guthals	AVBOCES
Juanita Garcia	Brighton
Randa Davis-Tice	SEBOCES

The people present discussed many areas. CoMERC categorized each of the areas into the following general components:

- Evaluation
- Management
- Publications
- Staff Development
- Materials
- Curriculum

Under Evaluation the following sub-topics were discussed:

- Evaluation on Summer School Pre/Post Testing
- Assistance on Evaluation Forms
- Evaluation Design and Implementation
- Statistical Research Statewide
- Analysis of Regional Impaction

#'s indicate how many of the 13 projects did see this item as a priority for them.

COMMENTS

1) Evaluation on Summer School Pre/Post

Yes

7

- Staff to be inserviced pre/post on specifics to be used at Institute or before summer school
- Regional, BIP, Brigance, Sharing Sessions, Coordination
- Sympathize with evaluations because of constant changes within CDE

EVALUATION COMMENTS (cont'd)

- 2) Assistance on Evaluation Forms (CDE or CoMERC?) Yes
4
- Need guidelines
- 3) Evaluation Design/Implementation
- Uniform Evaluation prohibited--assistance should be by project
 - Eliminate it to
 - Overall program as/who can assist in training and technical assistance - CDE can contract out
 - Have evaluators in local district
 - Redirect \$ - don't put emphasis on evaluation of project
 - More testing materials and training in use
 - Focus on using needs assessment, staff dev. progress & diag/prescript app.
- 4) Statistical Research Statewide 4
- Quarterly reports--don't see total statewide picture-- have CoMERC do it--research on various categories. Need all that information for director standpoint
 - Have someone compile
 - Share what you get at state level--put into profile:
 - kids
 - state trends
 - staffing in other projects
- 5) Analysis of Regional Impaction 5
- Statistics from Labor Department
 - Get information from other agencies
 - Rangel can write down
 - Need better indicators for predicting summer population (more crucial as resources dwindle)
- Under Management the following sub-topics were discussed:
- Assistance with application
 - Review Priorities of Staffing
 - Strategies for Improving Communication
 - Statewide Meetings (amount a year)
 - State Coordination With Other Agencies and Projects
 - Recruitment and ID of Students
 - Technical Assistance in Planning Project Areas
 - Research Micro-Computer-Linked to MSRTS

COMMENTS

- 1) Review Priorities of Staffing 8
- Need to reassess staffing--target instructional & limit supportive
 - May have to discuss changing priorities--vacation, enrichment, less teachers for more kids
 - Not CoMERC's responsibility
 - Federal level guidelines that state uses
 - Ratio of pupil/teacher
 - Less funds
- 2) Assistance with Application 3
- CoMERC to assist CDE with developing guidelines for application?

3) Strategies for Improving Communication

6

- Solicit information from projects
- React back and forth (communicate)
- Broaden plans, share information, convince, direct or kick. Stronger supervision from state--too loose
- Because distance (miles) is a communication problem with faculty, or whoever, each subordinate should receive information from individual sources
- If things aren't in, you suffer
- Sending things to correct person
- Inundation of information
- Subordinate may not have feasibility to complete task
- Institute pre-registration--CoMERC's job in management category--State has obligation to other management needs
- State and local projects should work closer together
- Deadlines are a problem because of responses

4) Statewide Meetings (amount a year)

7

- One out of three local people has responsibility or input during meetings
- Travel could be a problem with distance, money, time
- Two meetings (combined) a year is suggested for Cadre, Directors, Recruitment-- organize roles
- Coordinate with other agencies (CDE) to reduce number of sessions
- Share responsibilities between CDE and CoMERC
- Maybe clarify with objective and intended audience for each meeting
- Local people may feel they are missing out, great distance is expensive and tiring

5) State Coordination With Other Agencies and Projects

7

- Provide same services to kids so more coordination is needed
- CoMERC can help to coordinate
- CDE, ELPA, Bilingual Coalition, Dept. of Labor, Migrant Health, etc.
- Important in evaluation and on local level

6) Recruitment and ID of Students

5

- Hiring, training, and pay for recruiters
- Top priority to maintain good process for Identification
- State local program
- Training to work with parent groups (to get "educator" plus "social worker" approach)

7) Technical Assistance in Planning Project Areas

8

- Useful service--hire less expensive consultants
- Tie into consultant bank
 - management guide
 - help in refocusing summer program (maybe only for certain groups or using itinerant teachers)

MANAGEMENT COMMENTS (cont'd)

8) Research Micro-Computer-Linked to MSRTS

7

- Using current technology for student record processing to link with state
- Time for turnaround
- Cut on paper expenses
- How can we use what's available
- Need research in MSRTS process and how to be more efficient
- Migrant needs in relation to computer and long term planning
- Need a design program
- If its available, why is it not approved for purchase
- Develop process for using Micro-Computers to communicate with CDE

Under Publications the following sub-topics were discussed:

- Newsletter
- Calendar
- News Prevues & Revues and Updated Catalogue

COMMENTS

1) Newsletter

6

- Good for sharing
- Not necessary--catalogue of materials available would be more useful
- Share some of the news from CDE to projects
- More sharing between projects during meetings rather than newsletter?
- Linkage between CoMERC and projects is very important--and how we do it is our choice
- Newsletter on ditto sheet would be less costly

2) Calendar

6

- Widely used, more cost saving
- Not a priority
- Not necessary
- Use 800 line more
- Not useful to local
- Yes it is useful

3) News Prevues & Revues and Updated Catalogue

6

- Very helpful
- Linkage is important for Resource Center to projects

Under Staff Development the following sub-topics were discussed:

- Summer Institute
- Regional Meetings
- Parent Training
- Cadre
- Training for Directors/Principals
- Consultant Bank
- Satellite Resource Centers

COMMENTS

- 1) Summer Institute 11
 - Full funding for CoMERC
 - Wrong time for Burlington--a repeat situation--bad time for teachers
 - Regional type situation would be more beneficial
 - No in terms of depriving services to kids and family--four days of Institute is too much
 - Liked it but couldn't employ because so many staff days are important for summer school. Not too beneficial during summer because of timing. Very educational though.
 - Keep Institute and do away with more inservices. Aides without training would benefit. Inservice on Saturdays would give more time to kids. Good time for state-wide sharing.
 - Valuable--teachers, management, timing, etc.
 - The workshop is necessary. It saves on cost for consultants, preparing, etc. May need to shorten it some
 - If regionally done, couldn't give all the topics (or as many)
 - Don't want Mig. Ed to become local and lose its national identity. Hope it will be kept. Send new people to the workshop and old timers who know it all, stay home.
 - Keep new staff in Migrant Ed informed with special sessions.
 - Be selective in who to send
 - Language/Math--something for new people
 - Institute is valuable--revised
- 2) Regional Meetings 10
 - Inservice activities - in lieu of Institute or when new things come up
 - Host directors meetings can be summarized in a memo
 - Use memos more
- 3) Parent Training 2
 - Help train parents to run self-help groups
 - Do not take a parent out of work to listen to what may not be beneficial to them
 - Isn't worth it. Get recruiters more involved
 - Technical assistance to recruiters to get involved
 - Cost effectiveness for parent involvement isn't there
 - Regionalize parent training
- 4) Training for Directors/Principals - is a must 7
- 5) Consultant Bank 7
 - Tie in with technical assistance

STAFF DEVELOPMENT (cont'd)

6) Cadre

7

- We do it to save money. Regional or state basis is fine. Utilize and transfer fiscal responsibility to CoMERC
- Need some money for inservices for projects applied to Cadre
- Training session useful and effective to locals
- Best thing in Migrant Ed.
- Concerns, training gives a more secure feeling in classrooms. Nitty-gritty experience valuable
- Want to continue it
- Helpful for us to be more accountable in staff development
- Group of people close to instruction and with better idea of concerns

7) Satellite Resource Centers (human resources and materials)

10

- Purpose to build up local resources at Ernie's request
- Satellite Center--is concept to be continued, regionalized?
- Have own materials center, but want tie-in to CoMERC
- Need help in setting up and utilizing local expertise

Under Materials the following sub-topics were discussed:

- RIF
- Selection of Appropriate Materials
- Check Out Materials
- Distribution of Xerox
- Assistance in Ordering

COMMENTS

1) RIF

8

- Valuable--don't want to take it on locally
- A priority
- Better organized earlier to benefit during summer months
- Not for Burlington

2) Selection of Appropriate Materials

10

- Heart of Resource Center for assistance
- Important to give recommendation of new materials for review
- May need a budget for materials and staff
- Materials should have statewide and closer coordination
- Look at new items--don't depend on projects to buy materials
- Maintain state perspective on materials

3) Check Out Materials

11

- Have our own material center that meets the need
- Be able to use materials all year. Mobile unit was a great loss
- Extend time for material use
- Need availability of materials for individual students
- Clarify shipping process to directors
- Need more ESL materials

MATERIALS COMMENTS (cont'd)

- 4) Assistance in Ordering 8
- No comments
- 5) Distribution of Xerox 5
- Xerox ran out of money to ship to CoMERC--renewed under Section 143--CDE will not pay for shipping

Under Curriculum the following sub-topics were discussed:

- Establish Committees

COMMENTS

- 1) Establish Committees on Curriculum 5
- Grand Junction wants statewide committee to look at objectives in Science and Social Studies
 - Need objective before buying materials. Go back to old way of projects dealing with purchasing, writing letter, etc.
 - May be regional need more than state need
 - Content area assistance
 - Have simple content packets
 - Establish committees--if Cadre is still to be kept they can address it
 - Regional need of enrichment, not state
 - Rename curriculum as content area assistance--definition problem
 - More specific in ideas and techniques
 - Technical assistance in processes can be obtained locally
 - Application requires people to address all objectives--people should write own and set objectives/activity/evaluation

CONCLUSIONS

An overall assessment of our progress during FY '82 would need to show substantial strides toward all objectives (see listing on page ii). However, some trends are also apparent. The increased coordination of a staff development process seemed to lead to reduced direct provision of inservice by CoMERC staff.

Instances of technical assistance increased dramatically--which seemed to be a positive trend. Communication and coordination efforts maintained--although they are not highlighted in this report. In addition, reviewing and sharing of resources increased substantially. It would seem that the less successful components involved internal evaluation and development of resources and systems.

These conclusions and this progress are most clearly focused in light of recent events. The apparent severe reduction in funding by FY '84 has resulted in a tentative plan to phase CoMERC out at the end of FY '83. In light of the services provided (see pp. 12-18), it is going to be incumbent on CoMERC staff to determine which can best be assumed by LEAs and which by other resources. This is our challenge for FY '83.

APPENDIX C

EXCERPTS FROM FINAL REPORT

MIGRANT EDUCATION HEALTH PROGRAM
- 1982 -

COLORADO DEPARTMENT OF EDUCATION
MIGRANT EDUCATION PROGRAM

Terri Swanson, Dental Consultant
Margaret Hargleroad, Nutrition Consultant
Harriet Palmer-Willis, Nursing Consultant
Chuck Stout, Director

COLORADO DEPARTMENT OF HEALTH
MIGRANT HEALTH PROGRAM

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DENVER, COLORADO 80220
303-320-6137 x261

DECEMBER, 1982

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INTRODUCTION

September 30, 1982 marked the completion of the tenth consecutive year that the Colorado Migrant Education Program and the Colorado Migrant Health Program have collaborated in the planning and implementation of a comprehensive health program for Migrant Summer School students. This collaboration has continually increased over the past several years as both programs have grown to appreciate that regardless of administrative affiliation, funding resources or individual organizational objectives - both programs share a common mission: to participate in enhancing the physical, mental, social and economic well being of migrant farmworkers. Both programs acknowledge that this mission requires a major focus on migrant children.

Not only do children of migrant farmworkers face the typical diseases and health problems of childhood, but in addition, they also confront numerous health problems and risks associated with their migratory lifestyle and the environmental hazards associated with agricultural work. They also confront numerous social, cultural and language barriers which often preclude their ability to access regular, comprehensive health care. It is clear that maximum educational achievement may be hindered by undiagnosed and untreated health problems -- the young migrant child with undiagnosed hearing or vision problems will obviously experience difficulty in learning - regardless of the quality of the educational program presented. Other less obvious but equally significant undetected health conditions such as anemia,

respiratory infections, otitis media and dental disease also contribute to listlessness and distraction due to pain which may inhibit the educational process. In addition, although it is axiomatic that children in poor health will not achieve their full educational potential, it is also critically important to view the development of healthful lifestyles and health practices as essential elements of each child's educational experience.

Mutually supportive goals and the acknowledgement of the relationship between good health and the migrant child's ability to fully participate in the educational process set the stage for the 1982 Migrant Education Health Program.

This report is intended to detail the activities of this effort and to meet the following objectives:

1. To provide accountability to the Migrant Education Program that the health services provided were within the scope and financial estimates of the 1982 contractual agreement;
2. To share with Migrant Education staff and parents information gained about the relative health status and needs of migrant children in Colorado;
3. To provide an information base which will initiate planning efforts directed toward the 1983 Migrant Education Health Program.

The information presented in the 1982 report is the first which is based approximately ninety percent upon our newly automated management information system. One variance between what this system reported and what is known from school reports relates to the total number of Migrant Education Summer School enrollees. Our data base profiles a total of 2,339 Migrant Education enrollees.

However, enrollment figures reported by Migrant Education nurses total 2,225. This variance (114 or 4.9%) may be due to the following factors:

- a) some children may have moved one or more times during the summer (e.g. from Alamosa to Fort Lupton) and would have been recorded as a "new user" at two or more sites;
- b) many children "enrolled" into the Title I Program by recruiters were too young to actually attend (e.g. 3 years), but were still considered by their parents to be enrolled;
- c) some parents responded affirmatively that their child was enrolled in a Title I Program when the child attended a nine-month program, but not the summer program.

SECTION I

HEALTH PROGRAM OVERVIEW

A. Service Population Profile:

A total of 2,239 migrant children identified as Title I enrollees received one or more services from the Colorado Migrant Health Program during the summer months of 1982. The students ranged in age from less than 1 through age 20, with the majority (64.2%) between the ages of 5 and 10. The next largest group (30.3%) were between the ages of 11 and 16. 51% were female and 49% were male. With regard to migrant status, 53% were interstate migrants, 9% were intrastate migrants and 38% were into their third, fourth or fifth year of "settling out". 96.5% were Hispanic, 1.8% were Anglo and 0.03% were Native Americans.

B. Service Providers:

The purpose of the contractual relationship between the Colorado Migrant Education Program and the Colorado Migrant Health Program is to assure that students enrolled in Migrant Summer Schools will have available to them a continuum of care which includes: screening and physical assessment for detection of existing and potential health problems, referral for diagnosis and treatment of identified abnormalities, case management/follow-up, and preventive and health promotion/health maintenance services. It was intended that health services be closely coordinated with day-to-day educational activities and involve, to the extent possible, parents and other family members.

In order to provide this full continuum of care, two categories of health providers are required: 1) nearly two-hundred (200) local providers (e.g. physicians, dentists, pharmacists, allied health providers) either in private practice or working with community-based care organizations, and; 2) seasonal-hire staff who are recruited nationwide for the duration

of the Migrant Education Summer Schools. During 1982, a number of health providers were employed on this basis. This number included:

- 14 nurses
- 12 dental hygienists
- 14 nutritionists
- 22 dental students or
recent graduates
- 1 dental health educator

These health providers were placed in multidisciplinary teams and deployed in close proximity to all fourteen (14) Migrant Education Summer School sites.

C. Health Encounters:

During the summer of 1982, - 2,339 Migrant Education enrollees had a total of 12,542 encounters with health personnel from the Colorado Migrant Health Program. This represents an average of 5.4 encounters per student.

A health encounter is defined as a face-to-face interaction between a health provider and a student (or the student's parent(s), which requires independent judgement based upon the health provider's training and is of sufficient importance to be recorded in the patient chart. Health care encounters are divided into the following categories:

1. New and repeat medical encounters
2. New and repeat dental encounters
3. New and repeat nutrition encounters
4. Other encounters

"new" medical, dental and nutrition encounters are those that happen during the first interaction with the patient. "Repeat" encounters are those that happen subsequent to the initial (new) contact and are either follow-up to the condition identified during the initial contact, or new health conditions which have arisen after the first contact. "Other" encounters refer to patient contact which is not directly related to a specific health condition (e.g. confirmation of a medical or dental appointment, assistance with filling out forms for insurance or applications for food stamps, legal aid, etc.).

The following table (Table VI) presents the number of encounters by service category.

TABLE VI
NUMBER OF PATIENT ENCOUNTERS

SERVICE CATEGORY	FREQUENCY	CATEGORY TOTAL	PERCENT OF TOTAL
MEDICAL		5918	48%
New	2090		
Repeat	3828		
DENTAL		5573	44
New	1981		
Repeat	3592		
NUTRITION		916	7
New	514		
Repeat	402		
OTHER	135	135	1
	<u>12,542</u>	<u>12,542</u>	<u>100%</u>

As anticipated, almost one-half of all encounters were for medical reasons, with the next largest category being dental (44%). It is significant to note that nutritionists play an integral role in performing many medical screenings - activity which is not reflected in the table above.

It is also of interest to note the sites at which these services were delivered to migrant children. The following table reflects this information:

TABLE VII
PATIENT ENCOUNTERS
BY SITE OF SERVICE

SERVICE SITE	FREQUENCY	PERCENT
MIGRANT EDUCATION SCHOOLS	9152	72.9%
MIGRANT EDUCATION NIGHT SCHOOL	147	1.2
DENTAL OFFICE	2347	18.7
PHYSICIANS OFFICE	288	2.2
STUDENT'S HOMES	524	4.2
CMHP CLINIC	72	.6
HOSPITAL	7	.06
HEALTH DEPARTMENT	5	.04
TOTALS	12,542	100%

As is evident from the preceding table, seventy four percent (74.1%) of all patients were offered services at a school site. Offices of medical and dental practitioners were the second most frequent sites of service (21.0%) followed by services delivered in the home (4.2%).

It is of additional interest to examine where services were delivered by individual health practitioners. The following tables reflect the sites of service delivery by nursing, dental hygiene and nutrition personnel:

TABLE VIII

NURSING* ENCOUNTERS BY
SERVICE DELIVERY SITES

SERVICE SITE	FREQUENCY	PERCENT
MIGRANT EDUCATION SCHOOLS	5,052	94.2%
MIGRANT EDUCATION NIGHT SCHOOLS	89	1.7
HOME	151	2.8
CMHP CLINIC	41	0.8
OTHER**	31	0.5
TOTALS	5,364	100%

NOTES: *Includes Migrant Education nurses, CMHP nurses and nursing students.

**includes physician's office, local health departments, dental offices, hospital.

TABLE IX

DENTAL HYGIENE ENCOUNTERS
BY SERVICE DELIVERY SITES

SERVICE SITE	FREQUENCY	PERCENT
MIGRANT EDUCATION SCHOOLS	3,002	96.6%
MIGRANT EDUCATION NIGHT SCHOOLS	51	1.6
HOME	14	.5
DENTAL OFFICE	39	1.3
CMHP CLINIC	2	-
TOTALS	3,108	100%

NOTE: This table does not reflect the 2,347 encounters by dentists and dental students.

TABLE X
NUTRITION ENCOUNTERS BY
SERVICE DELIVERY SITE

SERVICE SITE	FREQUENCY	PERCENT
MIGRANT EDUCATION SCHOOL	540	59.0%
MIGRANT EDUCATION NIGHT SCHOOL	15	1.6
HOME	343	37.4
CMHP CLINIC	18	2.0
TOTALS	916	100%

It is significant to note that approximately ninety-five percent (95%) of all nursing and dental hygiene encounters took place at a Migrant Education school site. This contrasts with the nutrition encounters which took place only fifty-nine percent (59%) in school sites and more than thirty-seven percent (37%) in the student's homes. This is reflective of the high priority placed by the nutrition component on engaging the whole family in nutrition services.

SECTION

II

HEALTH STATUS OF MIGRANT EDUCATION STUDENTS - 1982 -

A. Health Screening

Over the past several years of close interaction with the migrant child, the Colorado Migrant Health Program has come to anticipate which health problems are most prevalent within this population. These conditions are as follows:

1. Abnormal growth (e.g. overweight, underweight)
2. Iron deficiency anemia
3. Elevated blood pressure
4. Diminished hearing
5. Diminished vision
6. Scoliosis
7. Dental disease

In order to identify the presence of these conditions as soon as possible (so that intervention may be offered while the children are available for services), all health team members participate in screening clinics conducted during the first week that children attend migrant summer schools. Screening is offered thereafter on a weekly basis to identify health problems in students who begin attending at a later date. The following is a brief summary of the screening procedures offered:

Height and weight measurements are taken on all Title I children. Results are plotted on a National Center for Health Statistics (NCHS) growth

chart. "Abnormals" result in a diagnosis of underweight, overweight or short stature. Underweight is defined as being at the 10th percentile or below, weight for height, on the growth chart. Overweight is defined as at the 90th percentile or above, weight for height. Short stature is at the 10th percentile or below, height for age. The latter diagnosis is controversial. It is not known with reliability if relative "short stature" is determined primarily by genetic or environmental factors. Norms for height and weight are not currently available for the Hispanic population. However, the HANES study currently being conducted in Weld County should provide more data about the Hispanic population in the near future. The reason that short stature is included in these protocols is that it may be used as an indicator of abnormal nutritional status in other programs, such as the Women, Infants and Children (WIC) Supplemental Food Program, Short stature, overweight and underweight are considered possible indicators of abnormal nutritional status. Follow-up consists of diet assessment, assessment of the child's medical history and individual counseling with the child and the child's family.

Hematocrits are done to assess the possibility of iron deficiency anemia. Children having borderline anemia are followed-up by the nutritionist. Children with clinical anemia are referred to a physician, and may also be followed-up by the nutritionist. Follow-up consists of diet assessment, assessment of the child's medical history and individual counseling with the child and the child's family. Children with abnormal hematocrits are rescreened at the end of the summer to assess whether or not the anemia has been resolved or improved.

Blood pressures are taken for two reasons. The first reason is that elevated blood pressure may indicate serious disorders such as kidney disease or cardiovascular disease. The second reason is that blood pressure measure-

ments serve as baseline data on a child, so that the child's "normal" can be established for future reference. Abnormal blood pressure is followed-up by the Migrant Education nurse. The nurse rescreens the child several times and if the blood pressure remains elevated, refers the child to a physician. The nutritionist may do diet counseling, if it is determined that the elevated blood pressure is complicated by the child's nutritional status (e.g. obesity).

Hearing screening is usually conducted by the nurse on selected students. When a child fails a hearing screening, the child is rescreened on another day unless there is evidence to indicate the possible presence of otitis media. (If there is such evidence, the nurse will immediately refer the child to a physician, and rescreen the child's hearing after resolution of the infection.) Children who fail screening twice are referred to a local audiologist for further diagnostic evaluation.

Scoliosis screening is done on all 11 year old children by the Migrant Education nurse. This screening procedure is done to assure that the child's spine is growing straight. Abnormals are rescreened, and if still abnormal, are referred for X-ray. If the X-ray indicates the need for immediate intervention, the child is then referred to the Handicapped Children's Program.

Vision screening is done using a Snellen chart. Abnormal screenings are referred to local providers if rescreening indicates the need.

Dental Screening consists of an examination of the teeth and oral structures. The purpose of this screening is to identify those children in need of professional dental treatment. Dental screening is done by one of the dental providers, most often the dental hygienist. At the time of screening, the children are prioritized according to the severity of need. Children with the most serious treatment needs are referred first for care,

with less serious conditions being referred as time and financial resources allow. Because dental problems are related in part to poor nutrition and oral hygiene practices, referrals to the dental hygienist and/or nutritionist for counseling and education are also made at the time of screening.

PPD (Purified Protein Derivative) is a skin test which determines exposure to the tubercle bacillus. This screening procedure is performed by the Migrant Education nurse on all kindergarteners and 7th graders who have not been tested within the past four years. The skin test is read 48 and 72 hours later. Children with positive tests are referred for X-rays.

Physical Exams are no longer routinely done on all children every year. Only interstate children who have never had a physical examination, or children with symptoms which indicate the need, are referred for a physical.

B. Screening Outcomes:

During the 1982 Migrant Education Summer School sessions, a total of 1884 children received most screening services and 1941 students received dental screening. It should be noted that the limited purpose of screening these children is to identify which children have health conditions which require follow-up intervention. Unfortunately, at this time there is no comparable baseline data which may be utilized to describe the health status of this population vis-a-vis a non-migratory Hispanic student population. As indicated earlier, the HANES study currently being conducted in Weld County will provide comparative data which may be utilized as a basis of comparison in 1984.

The following table reflects the "abnormal" findings identified through the screening process in 1982:

TABLE XI
MIGRANT EDUCATION
SCREENING OUTCOMES
- 1982 -

SCREENING PROCEDURE	NUMBER SCREENED	NUMBER ABNORMALS	PERCENT ABNORMAL
HEIGHT/WEIGHT:			
Overweight	1884	283	15.0%
Underweight	1884	49	2.6
Short stature	1884	362	19.2
HEMATOCRIT	1884	417	22.1
BLOOD PRESSURE	1884	107	5.7
HEARING	1459	149	10.2
SCOLIOSIS	485	27	5.7
VISION	1884	301	16.0
DENTAL	1941	1332	68.6%

As is readily apparent from the preceeding table, dental disease is the major health problem for migrant children with 1,332 students (or 68%) having identifiable dental problems. 110 (5.7%) were identified as requiring immediate referral for relief of pain and/or treatment of dental infection. 103 of these students (93.6%) received such services. The remaining seven (7) students with emergency needs left the area before treatment could be initiated.

The following preliminary statements may be offered:

- 43.3% of students with identified dental problems received complete treatment;
- 18.8% of students with identified dental problems received partial treatment;
- there were a total of 2,347 visits to dental offices, an average of 2.6 visits per child receiving treatment;
- 8.1% of students with identified dental problems were not referred for treatment because their dental problems were low priority;
- 6.2% of students with identified dental problems were not referred because parents did not sign parent consent forms;
- 18.6% of students with identified dental problems were referred but moved before dental treatment could be initiated.

In addition to treatment offered for acute and chronic dental problems, substantial emphasis is placed on preventive dental services. During the 1982 summer school session, a total of 1,279 students received dental prophy-

laxis and topical fluoride application treatments. This represents 67.9% of the 1,912 children receiving dental screenings. Portable dental equipment made it possible for the dental hygienist to provide the majority of this treatment within the school setting. Dental hygienists also initiated twice-weekly fluoride rinse programs in the classroom.

In order of significance, the second most prevalent abnormalities were related to nutritional problems. Screening results coupled with physical examinations, health histories, diet assessments and child/parent complaints identified 1,162 nutritional problems requiring follow-up. 978 (84.2%) of these problems were provided follow-up services by nutritionists.

The rank of prevalence of nutrition problems within the Migrant Education summer school population is as follows:

1. Anemia (borderline and clinical)
2. Short stature
3. Overweight
4. Other nutrition problems
5. Underweight

The category "other nutrition problems" includes: food allergies, chronic diarrhea, diabetes, hypertension, dental problems and improper eating behavior (such as high intake of refined carbohydrates).

C. Most Frequent Diagnosis

Analysis of the diagnostic codes placed on authorizations and encounter forms validates the findings identified during the screening process.

The following table reflects the rank order of incidence of health problems identified in 1982:

TABLE XII
RANK ORDER OF MOST
FREQUENT HEALTH PROBLEMS
- 1982 -

RANK	DIAGNOSTIC CATEGORY	EXAMPLES
1	Dental Problems	(see narrative above)
2	Nutrition Problems	(see narrative above)
3	Injury/Accidents	abrasions/open wounds fractures, sprains
4	Ear, Nose, Throat	otitis media, otitis externa, abnormal hearing, ear disease-unspecified
5	Skin/Subcutaneous	rash-unspecified, skin eruption, other abnormal skin conditions
6	Eye	failed vision test, acute conjunctivitis, refractive error, eyelid infection
7	Infectious Disease	pediculosis, tuberculosis, strept throat, chicken pox
8	Respiratory System	tonsillitis, adenoiditis, common cold, acute URI

SECTION III

HEALTH EDUCATION

As noted in the introduction of this report, in order to enhance the general health status of the migrant farmworker population it is necessary to place a high priority on assisting migrant children to develop healthful lifestyles and health practices.

A. Health Education Activities - 1982

In support of this goal, all health team members were charged with the responsibility of engaging in a number of health promotion activities. These activities involved participation in classroom education, discussion groups, staff in-service training and presentations at "family nights".

During the summer of 1982, classroom education and small group sessions involved participation of 10,698 attendees, or an average of 4.6 health promotion encounters per child. Ninety-four (94) staff in-service training sessions involved 825 attendees. In addition, thirteen (13) family night presentations were offered involving a total estimated audience of 1,600.

Group sessions conducted by nursing personnel included classroom teaching directed toward specific health problems as well as broader topics related to health promotion and safety. Included topics were high blood pressure, the Heimlich Maneuver, function of the human heart, pesticides, safety and first aid. There were an average of 10 classroom sessions per nurse during the summer of 1982.

Staff inservice training sessions were designed to provide teachers and other education staff members with sufficient skills to deal with minor health problems and to recognize signs and symptoms of health problems in children so that early intervention is possible. Forty-three (43) staff or teacher inservice sessions

were presented with 325 in attendance. This represents an average of three (3) inservice sessions per nurse. Family night presentations included discussions of screening procedures and explanation of why screening is conducted, pesticide safety and high blood pressure. In some sites, nurses offered select screening procedures for parents.

Classroom sessions developed by the dental hygiene staff covered the following topics: proper brushing and flossing, dental nutrition, what happens in visits to dental offices, the etiology of dental disease and the structure and function of teeth. 216 classroom sessions were presented by dental hygienists and the dental health educator with a total of 3,561 children participating. This represents an average of 16.5 classroom sessions per hygienist.

Staff inservice training by dental hygiene personnel included: the relationship between dental disease and good health, proper brushing and flossing, the etiology of dental disease, bottle-mouth caries and the incorporation of dental health education into academic curriculum. Sixteen (16) inservice sessions were offered with a combined attendance of 203. This represents an average of 1.2 sessions per hygienist. In addition dental hygienists participated in thirteen (13) dental health promotion sessions during family nights.

Group sessions developed by nutritionists included both classroom teaching and discussion groups for children with specific nutrition problems. Specific topics included: healthy snacking, balanced diets, the relationship between nutrition and health, high iron foods and anemia. A total of 236 classroom education or small group sessions were offered - an average of 16.9 group encounters per nutritionist. A total of 2,986 children and staff members participated in these sessions.

Staff inservice training provided by nutritionists included the following topics: incorporation of nutrition education into academic instruction, methods

of increasing the iron content of school meals, alternative snack ideas, ways to prepare foods with fewer calories and less salt. Thirty-five (35) nutrition inservice sessions were presented with a total attendance of 297 teaching and food service staff in attendance. Family night presentations included: how to identify nutrition related health problems, the relationship between nutrition and health and how to diet using culturally acceptable foods. Several nutrition education plays for parents were presented.

TABLE XIII
HEALTH EDUCATION/PROMOTION
ACTIVITIES
- 1982 -

EDUCATION CATEGORY	GROUP/CLASS- ROOM SESSIONS	# PERSONS ATTENDING	STAFF IN- SERVICES	# PERSONS ATTENDING	FAMILY NIGHT PRESENTATIONS	# PERSONS ATTENDING
Nutrition	236	3,986	35	297	13	1,850
Dental	215	3,561	16	203	12	2,104
Nursing	142	3,142	43	325	10	915
TOTALS	593	10,689	94	825	35	4,869

B. Health Education Development Activities:

In addition to the activities described above, major effort in 1982 was directed toward the development of health education units which would allow selected health education topic areas to be integrated into the migrant school curriculum. The topic areas selected are Dental Health, Nutrition and Health Education.

The units have been developed for Level I (lower elementary) and Level II (upper elementary). Each topic area and level have two to four classroom lessons developed around specific, measurable learning objectives. Each lesson contains:

- 1) A concept sheet for the teacher
with basic background information
on the subject matter;
- 2) Learning objectives and related
bilingual activities;
- 3) Supplemental materials which include
hand-out pamphlets, student worksheets,
and related activities in other classes.
- 4) Related parent activities;
- 5) Evaluation instruments

The Dental Health and Nutrition Education units were pilot tested during the 1982 summer school session. Recommendations from this testing have been incorporated into the units. It is anticipated that all Migrant Education summer schools will utilize these units during the 1983 session.

SECTION
IV

FINANCIAL RESOURCES

The financial resources provided by the Colorado Department of Education Migrant Education Program in support of the 1982 health program were deployed in the following cost categories:

TABLE XIV
BUDGET ALLOCATION BY
SERVICE CATEGORY

COST CATEGORY	AMOUNT ALLOCATED	PERCENT OF BUDGET
Medical Care	\$ 14,989	10.7%
Nursing Services	47,063	33.6
Dental Care	39,589	28.3
Dental Hygiene Services	26,093	18.6
Nutrition Services	12,226	8.8
TOTALS	\$139,960	100%

NOTES:

1. "Medical Care" includes medical treatment provided by local physicians, clinics, laboratories and hospitals as well as costs of medications.
2. "Nursing Services" includes nurse's salaries, travel, supplies and costs associated with orientation.
3. "Dental Care" includes dental treatment provided by local dentists, as well as stipends paid to dental students.
4. "Dental Hygiene Services" includes salaries, travel, dental supplies and costs associated with orientation.
5. "Nutrition Services" includes salaries, travel, supplies and costs associated with orientation.
6. Indirect costs are prorated into each cost category.

As is evident from the proceeding table, 44.3% of total budget was allocated for Medical Services, 46.9% for Dental Services and 8.8% for Nutrition Services. Based upon the enrollment figure of 2,339 students, the average cost per student for the full range of services offered was \$59.85.

It is significant to note that although health services were offered to Migrant Education Students at a cost to the Department of Education of \$140,000.00, the total value of services offered far exceeded this amount. This is due to a number of cost-effective mechanisms which have been developed over the past several years. The dental program offers a number of tangible examples of this cost-effectiveness:

1. When dental services are provided by a dental student under the direct-supervision of local dentists, the cost to the program is only one-third ($1/3$) to one-half ($1/2$) the usual and customary charge;
2. When dental services are provided at the Mesa County Health Department, there is no charge beyond the monthly stipend paid to the dental graduate who staffs the clinic.
3. Both Plan de Salud del Valle and Sunrise Community Health Center provide comprehensive dental services to migrant students in Weld and Boulder Counties in return for minimal payments.

(As a result of the three examples presented above, for an investment of \$39,589, migrant students received dental treatment valued at \$127,919 - a net savings of \$88,330 or 69.1%.)

4. Dental prophylaxis (cleaning) and topical fluoride applications are provided by dental hygienists in the migrant school with portable equipment. A total of 1,279 prophylaxis and fluoride applications were provided in 1982. In the private sector these services would cost \$30.00 per patient or a total of \$38,370. The total cost to CDE for dental hygienists in 1982 was \$36,093 -- 68% of the value of just these services alone -- and this does not account for more than one-half (1/2) of the services provided by hygienists (other duties include dental screening, case management, patient/parent education, classroom education, staff in-service training, etc.).

Major savings are also realized in the Medical Cost category. For example:

- Several private physicians and local medical practices offer reduced rates for migrant children enrolled in Migrant Education and Daycare/Headstart Programs (range from 15% - 30%);
- Again, Plan de Salud del Valle and Sunrise Community Health Center offer medical services to migrant children at minimal cost per patient visit (average \$5.00);
- Local hospitals have agreed to accept minimal payments in return for both out-patient and in-patient hospital services;
- Local pharmacists have agreed to offer services in accordance with MAC (maximum allowable costs) guidelines;
- Local health departments offer a multitude of services at minimal or no cost.

Although precise cost vs. value analysis is not yet complete for 1982 medical encounters, it is anticipated that approximately a thirty percent (30%) net savings will be realized.

APPENDIX D

PROFESSIONAL GROWTH FOR EDUCATORS OF MIGRANT CHILDREN

SUMMARY OF INFORMATION, 1981-82

Prepared by
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During 1981-82, a major effort was undertaken by local migrant projects to improve the skills of personnel who serve migrant children through a comprehensive professional development process. This process, known as "PROJECT 2210," served to provide a focal point for coordination and collaboration of staff development activities at the local, regional, and state levels.

In order to obtain a comprehensive perspective of professional growth efforts by local projects, this summary will include information from the following sources:

- CDE 120 Evaluation Reports
- Local project "2210" addendums (plans for FY '82)
- Statewide Cadre meetings
- Individual technical assistance in the area of staff development by CoMERC

Each of the above-mentioned will be addressed by using available data (including assumptions and interpretations) as well as concluding remarks for the improvement of professional growth for migrant education during fiscal year '83.

CDE 120 EVALUATION REPORTS

An analysis of the data obtained from the CDE 120 Evaluation Report submitted by each local project revealed the following information:

Regular Year Programs (16):

		Average Across Projects
Total Inservice Hours:	1,330	83.13
Total Number of Sessions:	204	12.75
Conducted By:		
District	60	3.75
CoMERC	44	2.75
CDE	28	1.75
Other	77	4.81
Migrant Program Participants:		
Administrators	182	11.38
Teaching Staff	264	16.50
Support Staff	254	15.88
Other Participants:		
(PAC, Volunteers, District Staff, etc.)	975	60.94
Total Number of Participants:	1,675	104.69

Summer Term Programs (14):

Total Inservice Hours:	589	42.07
Total Number of Sessions:	70	5.00
Conducted By:		
District	20	1.43

CDE 120 EVALUATION REPORTS (CONT.)

Summer Term Programs (cont.):

Conducted By (cont.):		Average Across Projects
CoMERC	16	1.14
CDE	7	.50
Other	27	1.93
Migrant Program Participants:		
Administrators	90	6.43
Teaching Staff	558	39.86
Support Staff	180	12.86
Other Participants: (PAC, Volunteers, District Staff, etc.)	94	6.71
Total Number of Participants:	922	65.86

Interpretations and Assumptions:

A comparison of the 1980-81 state evaluation of regular year migrant programs with the above data for regular year 1981-82 revealed that:

- the total number of inservices increased by 125%;
- the total number of hours for inservice sessions decreased by 55%;
- the number of migrant administrators participating in inservices increased by 164%;
- the number of teaching staff participating in inservices decreased by 75%;
- the number of support staff participating in inservices decreased by 64%;
- other participants increased by 240%;
- total participants increased by 158%.

The staff-development-related activities reported by local projects were limited in scope by the following:

- a somewhat narrow definition for staff development as indicated by the type of activities listed on the CDE 120 Evaluation by local projects, also resulting in:
 - no encouragement to include results of staff development efforts (processes/successes/failures/etc.) due to the design of the staff development form on the CDE 120;
 - disagreement by participants as to whether statewide meetings are viewed as training activities (esp. those conducted by CDE and CoMERC);
 - limited evidence of individual staff development efforts on the CDE 120 (coursework, degree programs, certification/recertification, etc.);

- emphasis placed on numbers rather than the value of providing a comprehensive staff development effort for migrant and regular district staff.

LOCAL PROJECT "2210" ADDENDA

During 1981-82, local projects were requested to attach an addendum to their applications which was to serve as a conscious effort to structure an effective model for the delivery of professional growth activities. Each participating local project established (or secured a representative to) a local project staff development committee whose focus was to bring together regular and special programs staff members for the purpose of coordinating staff improvement efforts. Through the use of an on-going needs sensing process, each project developed a plan for staff development which included: goals, objectives, activities, resources, and evaluation strategies. Emphasis was to be placed at the local project level thus allowing for greater ownership as well as increased relevancy of such staff improvement efforts.

In comparing the reported activities listed on the CDE 120 and the local project addenda, it was found that the activities listings on the two documents showed some discrepancies. A range of 0% from one project to 92% from another (with a mean of 40.2%) of the activities listed on 2210 plans were actually recorded onto the CDE 120. Possible interpretations and assumptions for these results include:

- again, a narrow definition for staff development:
 - no encouragement to include activities because of the design of the CDE 120 form;
 - how various activities were interpreted (process/product oriented) for inclusion;
 - an incomplete documentation system to record all staff development activities.

STATEWIDE CADRE MEETINGS

A strong commitment to the implementation of the "2210" process was evidenced by the selection of a local project coordinator in 18 projects. Equally effective were the statewide cadre meetings which brought together the local project coordinators for the purposes of sharing, learning, and addressing effective staff development practices. Cadre meetings were held four times during FY '82 with each meeting focusing on specific skills training that the local project coordinator could use and refine to meet the needs at each project site.

STATEWIDE CADRE MEETINGS (CONT.)

INDIVIDUAL TECHNICAL ASSISTANCE

To ensure a satisfactory "phase-in" for the "2210" staff development process, the following resources were used by local projects:

- the "PROJECT 2210" handbook which included reference material for completing the addendum, best practices for staff development programs, a statewide consultant bank, and a variety of handouts specific to the needs of local project coordinators;
- individual/small group consulting by CoMERC staff and in-district experts;
- the availability of professional literature on the subject of staff development through CoMERC, other resource centers, and data systems;
- attendance and/or presentation at various workshops and conferences by local project coordinators; and,
- budgetary assistance by staff at CDE.

CONCLUDING REMARKS

As the availability of dollars for staff development activities continues to lessen, it will become imperative for local projects to successfully integrate migrant staff development needs into existing structures of the local districts. No longer can we rely on separatist philosophies among the regular and special educational programs if we expect to continue meeting the specific skills needs of staff members. In order to pursue a comprehensive professional growth process, migrant education will need to clearly identify those human and material resources which can, through effective coordination, meet future needs of program staff. How then, can we best document our efforts? Individual staff members, statewide groups, and organizations central to meeting the educational needs of migrant children should find time to ponder the following questions in order to secure the best answers for effective planning in the next and future fiscal years:

- Can we afford to continue limiting the true meaning of staff development? Is the definition too narrow at this time?
- Is the present design of the form in the CDE 120 causing a narrow interpretation of all that staff development encompasses?
- Is the present system for documenting staff development activities at the local project level determining that some activities not be identified as staff development activities?
- How can the essence of "individualized" staff development efforts be captured on evaluations of the future?
- Should we be concerned about numbers of sessions, participants, etc. as evidence for what we did in the

CONCLUDING REMARKS (CONT.)

- area of staff development, or try to measure the effectiveness of those sessions to improve the expertise of staff? Is there a happy medium?
- As we move towards consolidating/integrating staff development activities with other programs, how will we be able to identify those efforts on future evaluation reports?
 - Can staff development efforts be addressed by cost standards (for justification) or can we gain more information from how the activities impacted upon the needs of individuals? Which one, in the end, will show the "better value?"
 - Are current staff development efforts effectively addressing the future needs of migrant children and staff? That is, are we presently preparing our staff to successfully incorporate the future curricular/instructional/technological trends which will have direct impact on the education of migrant children?

LOCAL PROJECT STAFF DEVELOPMENT ACTIVITIES - REGULAR AND SUMMER TERMS (FY '82)

PROJECT	TERM	TOTAL	DIST.	CONDUCTED BY:			PARTICIPANTS:				TOTAL #	TOTAL #
		SESSION HOURS		CoMERC	CDE	OTH.	ADM.	TCH.	SUP.	OTH.	PARTICIPANTS:	SESSIONS:
ADAMS 27-J	R ¹	90	1	0	1	3	4	13	5	26	48	5
	S	24.5	0	1	0	3	6	60	6	5	77	4
AVBOCES	R	82	7	4	2	1	14	32	12	91	149	13
	S	24	0	1	0	1	6	22	8	20	56	2
BOULDER	R	60	5	3	0	7	15	13	72	209	309	14
ECBOCES	R	8	0	1	0	3	3	6	2	10	21	3
	S	79	0	3	2	1	6	4	4	0	14	6
GRANADA	R	20	2	0	0	2	1	4	9	30	44	9
GREELEY	R	43	8	2	0	2	31	53	0	0	84	12
HOLLY	R	18	5	2	1	0	5	0	7	51	63	7
MESA 51	S	10	0	0	0	1	4	34	3	0	41	1
NCEBOCS	R	84	5	5	1	2	5	13	6	261	285	13
	S	20	0	1	0	0	1	4	2	0	7	1
POUDRE R-1	R	74	11	5	6	3	18	20	11	51	100	25
	S	31.5	6	1	0	0	4	48	3	0	55	7
SCBOCES	R	81	2	1	0	10	26	21	0	52	99	13
	S	38	0	1	0	3	2	24	5	1	32	4
SEBOCES	R	158	1	5	6	3	12	9	6	1	28	13
	S	53	1	2	2	1	6	20	24	1	51	6
SLVBOCS	R	69	7	2	0	4	8	17	56	42	123	12
	S	28	3	1	0	0	6	78	5	8	97	4

LOCAL PROJECT STAFF DEVELOPMENT ACTIVITIES - REGULAR AND SUMMER TERMS (FY '82)

<u>PROJECT</u>	<u>TERM</u>	<u>TOTAL</u>		<u>CONDUCTED BY:</u>			<u>PARTICIPANTS:</u>				<u>TOTAL #</u>	<u>TOTAL #</u>
		<u>SESSION HOURS</u>	<u>DIST.</u>	<u>CoMERC</u>	<u>CDE</u>	<u>OTH.</u>	<u>ADM.</u>	<u>TCH.</u>	<u>SUP.</u>	<u>OTH.</u>	<u>PARTICIPANTS:</u>	<u>SESSIONS:</u>
SPVBOCES	R	197	4	5	4	17	18	18	25	29	90	30
	S	36	0	1	0	3	3	31	15	13	62	4
ST. VRAIN	R	194	2	3	3	7	9	32	18	68	127	15
	S	122	2	1	0	4	10	97	2	3	112	7
STERLING	S	53	4	1	1	8	20	38	71	13	142	17
WELD BOCES	R	99	0	3	2	5	7	13	12	14	46	10
	S	44	2	1	1	0	10	71	7	30	118	3
WCBOCES	R	53	0	3	2	8	6	0	13	40	59	10
	S	30	2	1	1	2	6	27	25	0	58	4

16 Regular Year Projects

Totals:	1330	60	44	28	77	182	264	254	975	1675	204
Means ²	83.13	3.75	2.75	1.75	4.81	11.38	16.5	15.88	60.94	104.69	12.75
Medians ³	81.50	3.00	3.00	1.00	3.00	8.50	13.0	11.50	41.00	87.00	12.50

14 Summer Projects

Totals:	593	20	16	7	27	90	558	180	94	922	70
Means ²	42.36	1.43	1.14	.50	1.93	6.43	39.86	12.86	6.71	65.86	5.00
Medians ³	33.75	.50	1.00	.00	1.00	5.00	32.50	5.50	2.00	57.00	4.00

1. R = Regular Year
S = Summer Term
2. The Means are the averages (total divided by number of projects).
3. The Median is the number where half the projects are higher and half are lower. Sometimes it gives a clearer view of the data.

APPENDIX E

Percentile to Normal Curve Equivalent
Conversion Table

P	MC	P	MC	P	MC
1	1.0	41	45.2	71	61.7
2	6.7	42	45.8	72	62.3
3	10.4	43	46.3	73	62.9
4	13.1	44	46.8	74	63.5
5	15.4	45	47.4	75	64.2
6	17.3	46	47.9	76	64.9
7	18.9	47	48.4	77	65.6
8	20.4	48	48.9	78	66.3
9	21.8	49	49.5	79	67.0
10	23.0	50	50.0	80	67.7
11	24.2	51	50.5	81	68.5
12	25.3	52	51.1	82	69.3
13	26.3	53	51.6	83	70.1
14	27.2	54	52.1	84	70.9
15	28.2	55	52.6	85	71.8
16	29.1	56	53.2	86	72.8
17	29.9	57	53.7	87	73.7
18	30.7	58	54.2	88	74.7
19	31.5	59	54.8	89	75.8
20	32.3	60	55.3	90	77.0
21	33.0	61	55.9	91	78.2
22	33.7	62	56.4	92	79.6
23	34.4	63	57.0	93	81.1
24	35.1	64	57.5	94	82.7
25	35.8	65	58.1	95	84.6
26	36.5	66	58.7	96	86.9
27	37.1	67	59.3	97	89.6
28	37.7	68	59.9	98	93.1
29	38.3	69	60.4	99	99.0
30	39.0	70	61.0		
31	39.6				
32	40.1				
33	40.7				
34	41.3				
35	41.9				
36	42.5				
37	43.0				
38	43.6				
39	44.1				
40	44.7				

COLORADO STATE BOARD OF EDUCATION

EDUCATIONAL PRIORITIES

1982-1984

ACCOUNTABILITY AND ACCREDITATION

Implement district accountability and accreditation programs at the building level. Emphasis will be given to increasing public involvement, district evaluation of educational programs and student competency, reporting to the public, development of long-range plans by schools and school districts, and to strengthening the leadership effectiveness of the school principal.

ALLIANCES FOR PUBLIC EDUCATION

Increase the involvement of education with business, the community, and parents. Emphasis will be given to developing effective school-business-community relationships to promote school-community interaction, and maintaining dialogue between the State Board of Education, the Colorado Commission on Higher Education, the State Board for Community Colleges and Occupational Education, and other state educational organizations.

EDUCATIONAL LEADERSHIP

Implement activities to strengthen the leadership role of local school districts. Provide information and assistance to districts on technological advances, programs for gifted and talented students, and maintenance of efforts to be cost efficient and cost effective.

TEACHER EDUCATION

Implement the new state program for testing the basic skills of teachers seeking Colorado certification. Develop programs to assist in the recruitment and preparation of teachers to serve rural schools. Determine which curricular areas will face teacher shortages and formulate plans to improve opportunities in those subject areas.

STUDENT RESPONSIBILITY AND CITIZENSHIP

Develop opportunities for students to learn about their government and their responsibilities and opportunities as citizens. Implement district policies and programs which emphasize respect for one's self and others.

STATEWIDE LIBRARY NETWORK

Implement a statewide library network, utilizing modern technology, by the provision of technical expertise to existing Library Services and Construction Act automation projects and assistance to all Colorado libraries regarding their role in the Colorado library network.

Adopted by the Colorado State Board of Education on July 8, 1982.

COLORADO STATE BOARD OF EDUCATION

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